DOCUMENT RESUME

ED 150 692 EA 010 323

TITLE	Locally Identified Promising Educational Practices 1977.
INSTITUTION	Michigan State Dept. of Education, Lansing.
PUB DATE	77
NOTE	49p.; For related documents, see ED 132 670-671; Not available in paper copy due to small type size of original document
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Change Strategies; Educational Administration; Educational Alternatives; *Educational Innovation; *Educational Programs; Elementary Secondary Education; *Experimental Programs; Preschool Education; *Program Descriptions
IDENTIFIERS	*Michigan

ABSTRACT

This booklet is the fourth in a series of annual publications that list and describe a wide array of promising and innovative educational practices in hopes of stimulating the development of alternative educational delivery systems and strategies involving students, teachers, administrators, and parents. Included in the booklet are brief descriptions of approximately 110 promising practices nominated by Michigan teachers and administrators during the 1975-76 school year and selected by a statewide committee. However, no attempt was made to validate the effectiveness of the selected practices. The booklet is organized in separate sections related to the preschool, elementary, and secondary levels, as well as to school administration. Within each section, promising practices are listed alphabetically by school district; there is also a separate subject index. A sample of the official format for nominating promising practices for inclusion in future issues of the booklet is also included. (Author/JG)

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Promising Educational Practices 1977
Experimental and Demonstration Center Program / Box 30008 / Lansing, Michigan 48909
Michigan Department of Education
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EA 010 323
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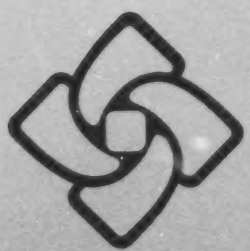

Cover photo by Sandy Weir,
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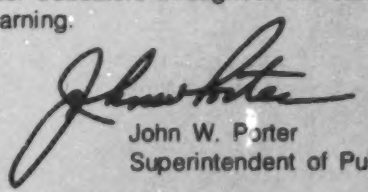
Experimental & Demonstration Centers Program
Michigan Department of Education

FOREWORD

The State Board of Education requested that the Experimental and Demonstration Centers Program of the Department of Education act as a clearinghouse to help identify and disseminate locally identified promising educational practices. This publication is the fourth of a series which will give exposure to a wide array of ideas which we hope will stimulate the development of many alternative educational delivery systems and strategies involving students, teachers, administrators, and parents. We also hope this publication will provide teachers and administrators with some recognition for their successful practices. We believe there is a need for all educators to share good ideas and to communicate effective teaching strategies if we are to continue to improve our services to children and youth.

It is our belief that classroom teacher participation in identifying promising educational practices is absolutely critical to the entire process. Specifically, the Department has developed procedures which will assure teacher participation in the identification of promising educational practices. First, teachers will have an opportunity to submit their ideas to the Department of Education at any time during the year by completing the format found on the last page of this publication. Secondly, Michigan teacher organizations have been notified that the Department will be providing this service and will encourage their membership to submit their best ideas; and finally, teachers will be involved in the screening committee that will make the final selections for inclusion in the publication.

It should be emphasized that the practices identified in this publication have been locally identified and may not have been subjected to a rigorous evaluation. Nevertheless, those who submitted the practices and those who reviewed them believe that these ideas would have value for other educators throughout the state as they seek to improve the quality of teaching and learning.



John W. Porter
Superintendent of Public Instruction

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INTRODUCTION

"Locally Identified Promising Educational Practices" is published with the hope that it will stimulate educational changes which will improve the process of teaching and learning in Michigan. We also want to provide teachers and administrators of Michigan with recognition for their successful practices.

The promising educational practices listed are locally identified and the Department of Education made no attempt to validate their effectiveness. The Department's purpose in distributing this publication is to provide a needed service to local and intermediate school districts and therefore it would be inappropriate for the agency to endorse any of the practices listed as they have not been through the Department's validation process. It is possible in future publications of this kind that selected delivery systems will be validated and the Department will assume a more personal advocacy role in their dissemination.

The practices listed were nominated by teachers and administrators and collected by the Experimental and Demonstration Centers Program during the 1975-76 school year. A state-wide committee, whose members are listed on the back cover, selected the nominations for this publication.

The criteria for listing are that the practices a) be observable b) have made a positive change in clients, c) have cost and evaluative data available, d) not be a special project which operated on state or federal funds.

In order for the Experimental and Demonstration Centers Program to serve as a clearinghouse of promising educational practices, there must be a flow of ideas from people working in all fields related to education, both public public and private. Therefore, the Experimental and Demonstration Centers Program urge you to submit practices by using the nomination format in the back of this publication. In the future, descriptions submitted will be reviewed by the state-wide committee and published by the Experimental and Demonstration Centers Program whenever there are enough descriptions collected to warrant a publication.

The practices selected are grouped into client oriented sections called pre-school elementary, middle, secondary, teacher, adults and administrators. To help readers locate practices each section is arranged alphabetically by school district. In addition, there is a table of contents and a subject index.

Information is available regarding programs in Michigan which are being operated on state or federal funds and are disbursed through the Michigan Department of Education by sending requests to:

Michigan Department of Education
Experimental and Demonstration Centers
Program
P.O. Box 30008
Lansing, MI 48909

LOCALLY IDENTIFIED PROMISING EDUCATIONAL PRACTICES IN PRE-KINDERGARTEN EDUCATION

PLACE: City of Birmingham

TITLE: Early Kindergarten Entry Program

CONTACT: Mrs. Lois Pearlman
550 Merrill Street
Birmingham, Michigan 48012
(517) 644-9300, Ext. 317

DATA: Pre-kindergarten children. Practice has existed one year.

DESCRIPTION: This program's main purpose is to provide for early entrance to kindergarten for high IQ children assessed as ready. The traditional December 1 birthdate deadline has been moved back to the last day of February. A meeting is held in February to explain the program. Children who apply are tested initially with the Peabody Test. Those who score below 120 are eliminated. Those who score above 120 are given an individual psychological test and are expected to score in the 125 IQ range. Those who are recommended to continue in the program participate in a three-day observation class in late August. The children who are assessed as "ready" are enrolled in their local school kindergarten for a four-week trial period in September. If the kindergarten teacher and principal recommend the child continue in kindergarten the child does so on the same basis as any other kindergarten child. During the first year 42 children applied and eight were enrolled in kindergarten.

PLACE: City of Clawson

TITLE: Early Childhood Assistance Program

CONTACT: Don Dryden, Curriculum Director
Joyce Watson, Preschool Counselor
1421 N. Main
Clawson, Michigan 48017
(517) 435-7500

DATA: Developmentally slow and non-developmentally slow preschoolers who will be four years of age by December 1 of that year. Practice has existed 2 years. Regular preschool teachers, speech teachers, preschool teacher consultant and preschool committee (includes school social workers, school psychologists and school nurses). Preschool rooms, accessment techniques (Denver Developmental Scale, Caldwell Cooperative Preschool Inventory, Robert E. Vallett's Remediation of Learning Disabilities Program.

DESCRIPTION: A preschool screening is held in June for all children eligible (4 years of age by December 1) for the program in the fall. Parents are made aware of the screening through newspaper articles, city bulletins, and letters sent to their homes indicating that an enriched program will be available for children thought to benefit from it.

Assessing the children at the screening are the preschool consultant, two social workers, school psychologist, three speech pathologists, two county health nurses and vision and hearing technicians. The Denver Developmental Scale is used to gain information in the areas of expressive language, adaptive social, and large and fine muscle coordination. Receptive language information is obtained through the Assessment of Children's Language Comprehension. Speech, socialization and health information is also obtained at the screening. Booklets containing helpful home activities are available at this time.

The preschool screening committee recommends that children requiring additional help in particular areas be placed on the caseload of the preschool teacher consultant and attend class four days per week. Parents are contacted by telephone. These children are integrated into a preschool setting and non-handicapped children.

Using the Caldwell as a pretest and post test during the year, the preschool teacher consultant works with her caseload children while they are in class. She uses Robert Valett's Remediation of Learning Disabilities Program to assess the children in the areas of language, conceptual development and perceptual motor and sensory motor development. Individual programs sequentially planned are devised. Language experience is also given by the speech pathologist.

The classrooms are set up in learning centers. As the children work in activity areas, preschool parents and high school students from the Clawson High School Advanced Child Development classes assist the teachers in the classrooms after they have received an orientation. Workshops are offered to the preschool teachers monthly and to parents several times during the year. Parents may attend monthly meetings to discuss child development, behavior and activities beneficial for their children at home. Monthly newsletters contain general informative articles and articles by the preschool teachers and preschool consultant.

PLACE: Fremont Public Schools

TITLE: Introduction to Kindergarten

CONTACT: Esther Bourziel — Coordinator
Pre-School — 3rd Grade
Fremont Public Schools
Daisy Brook School
Fremont, Michigan 49412
(616) 924-4380

DATA: All children in school district who will be 5 before December 1, 1977. Practice has existed for one year. One teacher, one aide, and existing Readiness Kindergarten are used.

DESCRIPTION: Ten visitors attend each week with the regular Readiness Kindergarten Class. Each child attends school for 3 half days. Gross motor, fine motor, language comprehension screening devices are used.

Observations of the child's social, listening and expressive skills are made. Speech, hearing and vision are checked by Intermediate District personnel and state vision and hearing staff.
On the other two days, conferences are held with the parents of each child attending that week. At that time, recommendations for further testing and possible Readiness Kindergarten placement are made, if observation indicates need.
Both parents and children were receptive to the program.

PLACE: Fremont Public Schools

TITLE: Readiness Kindergarten

CONTACT: Esther Bourziel
Coordinator Pre-School — 3rd Grade
Fremont Public Schools
Daisy Brook School
Fremont, Michigan 49412
(616) 924-4380

DATA: Kindergarten age children who could profit from a year's pre-school experience prior to entrance into Kindergarten. Practice has existed for 9 years. Certified teacher.

DESCRIPTION: Class meets four half days per week, Monday through Thursday. First two Fridays of each month we set aside for Mothers' Meetings. Child development topics are stressed. Local and outside speakers present programs parents chose as high interest. Other Fridays are reserved for parent requested conferences, home calls, and referral contacts.

Alpha II's Explorer program based on Piaget's theory of child development is used. A pre-test, individualized prescription and post-test are part of the program.

Beside the teacher, there is a full time aide, and high school student who is assigned to assist the teacher and receive credit as part of the Child Care program at the area Vocational school.
Students are children in the Fremont school district.

PLACE: Garden City Public Schools

TITLE: Pre-School-Kindergarten Learning Center Program

CONTACT: Richard H. Muskett, Principal
Maplewood School
31735 Maplewood
Garden City, Michigan 48135
(517) GA. 1-5205

DATA: Children Ages 0-6 years. Practices has existed three years. L.D. Teachers, School Social Worker, Program Aide. Diagnostic materials and availability of teaching materials. Availability of Resource Personnel — Nurse, School Psychologist

DESCRIPTION: *Purpose:* To aid the young child having learning problems by attempting to maximize his strengths and to remediate or clarify the problem. To help the parent understand the needs of his child so that success may be attended both at home and at school.

Program Objectives: 1) To enhance the self-worth and the respect of the child and his family. 2) To identify children with learning problems. 3) To provide concrete success-oriented experiences for both the child and the parent. 4) To encourage the relationship and open communication of love and support between parent and child. 5) To enhance the child's skills in the language, socio-emotional, psychomotor, and cognitive areas. 6) To encourage and enhance the parents' involvement in the successful educational growth and development of their child. 7) To enhance the parents' interpretation and understanding of their own needs and skills.

PLACE: Monroe Public Schools

TITLE: Pre-School Story Hour

CONTACT: Mr. R. W. Schultz
Manor School
1731 W. Lorain
Monroe, Michigan 48161

DATA: Children and parents in the Manor School attendance area who appear on the census list and are eligible for Kdgn. enrollment in the fall of the year are notified each Spring regarding the Pre-School Story Hour for both parents and children. (Program has existed 12 yrs.)

DESCRIPTION: This is a six or eight week, one hour per week, meeting for children and mothers. Children are engaged in pre-school activities, get acquainted visits to the Kdgn. room, a school bus ride, coordination games, story time, and exercise games. Six to eight PTO mothers operate this program in one room while the mothers are engaged in meeting type settings also led by PTO mothers in another room. Parent programs consist of information and presentation regarding the curriculum, and they hear from people such as the Principal, school nurse, co-ordinators, directors, community education resource people, social worker, diagnostician, and their involvement in the school and community as a parent. Prerequisite to attending this program is: both mother and the child must stay at the school during the program.

This program has proven its worth over the years by better home school relationships and an easier transition for pre-schoolers as they enter our K/dgn. program. This is a voluntary program, no funding. It is sponsored and operated by the Manor School Parents.

PLACE: Monroe Public Schools

TITLE: Pre-Kindergarten Program

CONTACT: Thomas Donahoe
Christiancy School
306 Lincoln Avenue
Monroe, Michigan 48161
(313) 241-0598

DATA: Sixty-two pre-Kindergarten students and 12 mothers. Practice has existed two years. Cost is minimal — approximately $30.00. The expenses incurred, such as paper, pencils, crayons, scissors, etc., are purchased by the Parent Group through their money making projects.

DESCRIPTION: A twelve week experience for all students eligible for Kindergarten the following September.

The program operates entirely with parent volunteers. The parents spend about sixteen hours together in planning sessions prior to the start of the activity which begins in early March and runs trough the month of May.

The youngsters attend one day a week for a 90 minute period. Each period consists of large group activities such as: song singing, finger plays, sharing ideas, etc. Then smaller groups are formed and listening experiences, craft experiences, and free play experiences are conducted.

Program objectives are to:

1. familiarize students with the building and grounds.
2. familiarize students with each other.
3. familiarize students with school personnel.
4. familiarize students with good experiences away from mother and family.
5. familiarize students with school oriented tasks such as: listening, following directions, speaking, etc.

This is the second year of operation. We served 60% of eligible students the first year and improved to serve over 90% the second year.

The transition from the pre-Kindergarten activity to the regular program in the Fall has reduced the number of frightened and upset children to almost zero.

LOCALLY IDENTIFIED PROMISING EDUCATIONAL PRACTICES IN ELEMENTARY EDUCATION

PLACE: Allegan Public Schools

TITLE: Elementary Literature

CONTACT: Lucetta A. Johnson, Teacher
Donald R. Miller, Principal
Pine Trails Elementary School
Center Street
Allegan, Michigan 49010
(517) 673-6330

DATA: Average and above average students desiring enrichment reading in Children's Literature. Practice has existed one year. One classroom teacher with strong Reading and Literature background, literarary guests. Paperback books, trade books, library books. Children's Award Literature, filmstrips, Children's Literature recordings ans records, guided study sheets*.

DESCRIPTION: Two successive classes of volunteer students, grades 3-6, meeting once a week after school. Forty students total in the two classes with an overlap of five.

Description — *Procedures used:* students were allowed to vote from many categories of books the ten categories they were most interested in each session. No sessions were repeated. Parents were also allowed to vote. Actual classtime consisted of student book-talks, oral reading of book high points of interest, riddles by students about books read and persons from biographies, selected brain teasers and puzzles, tape recordings of students, encouragement of oral and written thought on the part of students.

Follow-Up Survey: Parents felt the students read more books, chose a greater variety of books, and were able to discuss the books with more ease. Students reported they enjoyed reading books more and rated discussions, filmstrips, and recordings highly. Both students and parents felt the written work was the hardest part of the class. Since written work was done on a volunteer basis, it was kept in the second session. Research nationally suggests that "The superior reader will profit greatly from experiences which combine language arts and provide occasions for written and oral expressions as well as reading."

**Harris, A.J. Readings on Reading Instruction, D. McKay Co., 1964.*

PLACE: Washtenaw Intermediate School District

TITLE: WISD-EMU Summer Reading Program

CONTACT: Phyllis Brannan
Carolyn Hurst
1819 South Wagner Road
Ann Arbor, Michigan 48106
(313) 769-6522

DATA: Students from local districts in Washtenaw County who are experiencing difficulty with Reading. Practices has existed seven years. Certified teachers who are completing a Master's Degree in reading. A variety of reading tests and instructional materials for us in tutorial situation.

DESCRIPTION: WISD Reading Services in cooperation with Eastern Michigan University, operate a summer reading program.

The program is designed to provide a tutorial service to reading disabled students within Washtenaw County, while at the same time, offer a practical experience for teachers who are working on a master's degree in reading.

Two reading consultants from Washtenaw Intermediate School District schedule students who have been referred from local districts, as well as provide direct instruction and guidance to the teachers throughout the diagnostic, prescriptive process. There is no cost for this service to students. Transportation to the center is provided by the parents who form car pools.

Test results from students who have been in the program for more than one year indicate that substantial growth in reading is made.

Parents of the students served are surveyed each year regarding their feelings about the benefits of the program. Responses indicated that a majority of parents feel that their child has greatly benefited from the individualized attention and the parents have found the program to be helpful in understanding their child's reading problem.

Likewise, teachers participating in the program are surveyed and the responses indicated a positive feeling regarding the program.

The most enthusiasm comes from the experience in obtaining practical field work in a directed setting. Opportunities to work first-hand with reading-disabled students on a one-to-one basis provides teachers with a good chance to study children in depth who are having difficulty with reading and then try a variety of materials and suggested procedures for systematically instructing a student in reading.

On the whole, it appears that this service is meeting the needs at two levels — specialized assistance to reading disabled students and teacher training.

PLACE: Brighton Area Schools

TITLE: 5th Grade Outdoor Education

CONTACT: Richard Holt
Spencer Road Elementary School
10639 Spencer Rd.
Brighton, Michigan 48116
(517) 229-5000, ext. 162

DATA: 5th grade students and teachers of Brighton Area Schools. Practice has existed two years. Student supplied clothing and personal effects.

DESCRIPTION: The main activity of the program is a three day camping experience at Clear Lake Camp in Flint. Instruction is conducted by camp personnel with 5th grade teachers assisting. The purpose of the program is to develop knowledge, interest and appreciation in nature study and outdoor activities. Before the camping experience teachers initiate nature studies and involve students in the selection of choice activities. Follow up studies upon return are generated by the camping experience.

The evaluation of the program has been through teacher observation of pupil behavior and attitude surveys of students and parents. All participating teachers had positive reactions and requested the camping period be increased to five days. Student and parent reaction has been highly favorable. The interaction of teachers and pupils in a camp setting helped build positive relationships.

PLACE: Fremont Public Schools

TITLE: Resource Room

CONTACT: John D. Mooy
Daisy Brook School
4177 Highland Dr.
Fremont, Michigan 49412
(616) 924-3281

DATA: Students in grade K-6 come to the Resource Room upon recommendation of classroom teacher, planning committee, and approval of building principal. Practical techniques and everyday materials are used to confront students' problems. One full-time aide assists.

DESCRIPTION: The resource room is designed to meet many of the special needs for elementary students. Success is a necessity for everyone if they are to achieve their potential as a student and person. The resource room works with the classroom teacher in determining a students' needs and how best to meet these needs. Areas of difficulty commonly found include low academic areas in math and reading, poor self-concept, and disruptive behavior in the classroom.

In attempting to modify or bring about changes in a child's performance the Resource Room builds upon what is familiar to the student. Meaningful changes often come when a student is able to see an effect on his/her daily life.

Many of the materials used to bolster academic skills include the use of telephone books, cereal boxes, paper bags and a variety of items that can help students develop a relevant knowledge that will be useful throughout their lifetime. Techniques to improve work habits, listening and attention skills are worked on constantly.

The Resource Room works with students individually and in small groups.

PLACE: Fremont Public Schools

TITLE: The Foundation of Elementary Physical Education

CONTACT: Dick Ramm
Fremont Public Schools
20 N. Division
Fremont, Michigan 49412
(616) 924-4380, 924-3530, 924-0470, School
(616) 924-3461, Home

DATA: Seven hundred fifty students K-6 program of full time physical education for elementary has been in operation for ten years. Movement has been a part of that program for the past 5 years. Materials: Flat balls of various sizes, rubber bike tires, garden hose and 3/8" rope, beach balls of various sizes, cardboard boxes of various sizes as well as all the regular physical education equipment.

DESCRIPTION: The purpose of elementary physical education in the Fremont system is to make learning exciting. Movement is the basis and foundation whereby the child is helped to learn to manage his body, thru locomotor, non-locomotor, and manipulative activities before going into the specialized skills.

We operate with what we call five tools of learning.

1. Communication skills — the teaching of the use of the senses as they relate to movement: a) visual skills; b) listening skills; c) tactical skills; d) memory — instant recall, delayed recall, total recall; e) audio skills — speaking

2. Language development skills — (Direction orientation of the child in space and time.) a) North-south-east-west; b) up-down-backward-forward; c) left-right. Time orientation — locomotor and non-locomotor movements. a) how fast is fast; b) how slow is slow; c) combinations-differences-likenesses.

3. Cognitive skills — getting the meaning through thinking. a) problem solving; b) decision making; c) classificating; d) sequential activities; e) differences and likenesses.

4. Creative skills — a) learning for a reason is a need; b) use of logic; c) alternative thinking; d) deductive thinking; e) desire for creative leadership and cooperation — structured (teacher directed), supportive (teacher guided), logical creativity: student gets help and guidance from the teacher only when he or she asks for it. The student works on his or her own in the areas of problem solving, directing, and testing.

5. Motor skills — a) balance; b) speed; c) endurance; d) flexibility; e) confidence; f) sportsmanship; g) morality.

All of the above areas of learning can be taught in the classroom as well as in the gym. The method of teaching has to be altered to fit the classroom, but it can be done very easily.

PLACE: Garden City Public Schools

TITLE: Alternate Hearing Impaired Program

CONTACT: Susanna Baltzer, Supervisor
Garden City Public Schools
Box 218
Garden City, Michigan 48135
(313) 425-8380

DATA: The Hearing Impaired from birth to 26 years in Wayne County. Practice has existed 4 years. Those with proficiency in Signed English and fingerspelling and use of the skills in teaching/learning situation and Michigan certification in Education of Hearing Impaired. FM amplification system (Phonic Ear), tape deck, visual aids, Signed English learning materials including dictionaries.

DESCRIPTION: Purpose — To provide an alternate program for the Hearing Impaired utilizing a Signed English system of Total Communication for learning in all areas with special emphasis on communication skills. The program which involves parents, families and friends incorporates the auditory, tactile and visual approaches with Signed English and fingerspelling for the development of language and communication skills, academic learning, career planning and vocational training and placement. When possible, the students are with hearing students for lunch, gym and/or art and may be in academic classes as determined by the teachers, supervisor and principal. The Hearing Impaired are placed in the program after necessary planning is done and EPPC decision about placement is made. Weekly sign language classes are available to parents, families and friends.

Evaluations by standard measures indicate significant improvement and development in all areas.

PLACE: Garden City Public Schools

TITLE: RAP Reading Assistance Program (Volunteers)

CONTACT: Gerri Kiessel
1333 Radcliff
Garden City, Michigan 48135
(313) 425-4900, Ext. 67

DATA: Students with reading disabilities. Practice has existed 2 years. Reading Teachers (and cooperating classroom teachers). Reading programs, tape recorders, language Masters, games, and activities. Special training sessions provided by reading teachers on fundamental reading skills.

DESCRIPTION: RAP is a program of volunteers (both adults volunteers and student tutors which provides special help for students experiencing reading difficulties. The volunteers are

recruited, trained and scheduled by the district reading consultants. Used both in special reading programs and by classroom teachers, this force provides the following service to the children:

1. Listening to students read.

2. Assisting children with special multimedia reading programs such as the RX.

3. Playing reading games and activities with children.

4. Checking exercises and other student work.

5. Working with classroom teachers to help students work on identified skill deficiencies.

6. Student tutoring on a one-to-one basis.

Results have been successful and the program has continued to grow in interest.

PLACE: Garden City Public Schools

TITLE: Readiness (Early Prevention of Reading Failure)

CONTACT: Gerri Keissel
1333 Radcliff
Garden City, Michigan 48135
(313) 425-4900, Ext. 67

DATA: Children who have completed the kindergarten year, but indicate through testing & observation a lack of skills necessary for success in reading and 1st grade. Practice has existed 8 years. Certified reading teachers. A variety of arly learning equipment, materials, and equipment.

DESCRIPTION: The program affords children the added time and individual attention they need to be "ready" to learn to read. Through trained teachers with small groups of children skills in auditory perception, visual discrimination, coordination and language development are emphasized. Flexible scheduling with students beginning on ½ day sessions and going to full day sessions when they can handle it successfully, is an important feature of this special program. Students are pre-tested and evaluated continually throughout the year and may move into 1st grade during the year or follow the completion of the readiness year. Some students will be moved directly to 2nd grade after a year of Readiness.

Follow-up studies indicate high percentages of students reading average to above in succeeding elementary grades. Studies also indicate readiness students are leaders at higher grades and have note been failed or retained.

PLACE: Garden City Public Schools

TITLE: The Garden City Helping Teacher Program

CONTACT: Mary Lou Durbin
1333 Radcliff
Garden City, Michigan 48135
(313) 425-4800, Ext. 40

DATA: Any students with emotional problems.

DESCRIPTION: The Garden City Helping Teacher Program offers a procedure for fostering the adjustment potential of certain pupils with emotional problems that interfere with their profiting from the usual course of instruction.

The helping teachers join with the resource teachers and other support personnel in a *team* approach in their schools. They also use the *multi-disciplinary* input from total Special Services support personnel and the building teaching staff and administration. This approach grew through the gradual application of the Garden City philosophy that the multi-disciplinary approach is necessary to meet the needs of children who have learning problems, academic limitations, emotional and/or physical problems.

PLACE: Gaylord Public Schools

TITLE: Reading Lab

CONTACT: Charlotte Heidel
240 E. 4th St.
Gaylord, Michigan 49735
(517) 732-2351

DATA: Elementary students. Length of operation nine months. English Instructor. Transportation to other schools.

DESCRIPTION: The Reading Laboratory Tutor Program is a program which can be adapted to fit the needs of almost any school system. Basically, it involves matching one high school student with one elementary student who needs help in either a remedial program or an accelerated one. The first year the program confined itself to remedial reading; this year it is expanding to include remedial math and accelerated reading and math. The high school student spends approximately one-half hour each day on a one-to-one basis with a child in grades 1-4.

The program is designed to benefit both the high school and the elementary student. The high school student benefits:

1. by reviewing the basics. In the case of low ability high school students, it can definitely be a learning experience in the basics. The student also benefits.

2. by becoming aware of the problems of young children. Hopefully this will be a positive influence on his own eventual parenthood.

3. by improving his self-concept in setting an example and being the much-admired idol of a younger child.

4. by producing an amazing amount of creativity from which everyone benefitted.

On the other hand, the elementary child also benefits, and improvement in the basics is only one aspect. Many small children experience the rare delight of an older person's undivided attention. This attention improves the child's self concept and helps him to achieve. The high school student works hard to give positive reinforcement, warmth, and acceptance to the underachiever.

The class is offered for one or two semesters as an English credit. Any student wishing to repeat an elective credit instead.

PLACE: Grass Lake Community Schools

TITLE: Multi-Age Summer Reading/Language Arts and Mathematics Program

CONTACT: Mrs. Lorraine Rocca
Mr. Robert Tefft
899 S. Union Street
Grass Lake, Michigan 49240
(517) 522-4911

DATA: Fifty two pupils in grades one through eight participated in the five week program. Two teachers and one aid were required to plan and implement this project. Two self contained classrooms. Use of the library and the usual classroom books and materials.

DESCRIPTION: The purpose of the program was to provide a summer program for pupils who wished to improve or enrich reading or math skills in a multi-age grouping.

The class met four days a week for a five week period. One fo the teachers concentrated on teaching math skills, while the other teacher planned lessons in the reading/language arts areas.

Classes began at 8:00 A.M. with the first through third grade group going to the reading class for a block of one and one half hours. During this time the math teacher worked with the fourth-eighth grade group. At mid-morning an outdoor period was planned for correlating math and reading concepts into a practical application. This was done with a nature area and school garden project. Some of this time was also used for play activities. Classes switched after the mid-morning break.

The mixed ages and grade levels presented a social grouping which eliminated peer group pressure and rivalry. Pupils seemed willing to help each other and discipline problems were few and far between.

Individual folders were ept for both math and reading. Pupils progressed at their individual rates. Evaluation of the program has come mostly from favorable comments from parents, and students who participated in this project.

PLACE: Grass Lake Community Schools

TITLE: Elementary Workshop K-6

CONTACT: Mr. Wharton
Mr. Tefft
Mr. Giever
Mr. Wilton
899 South Union St.
Grass Lake, Michigan 49240
(517) 522-4911

DATA: 500 students in grades K-6. Program has existed 2 years. One art teacher, who teaches K-6. Handtools, power jig-saws, safety glasses, workbenches, storage cabinets, a portable cart and a potter's wheel.

DESCRIPTION: The purposes of this program are to enrich the regular curriculum, expose all age levels to a variety of hand tools and hand skills, increase leisure time activities, build cooperation and to provide motivation.

The necessary funds for the tools and benches were raised by the students. Two candy sales raised over $1500.

There is one complete shop in the fourth grade, one in the fifth and one in the sixth. A fourth complete shop is on a portable cart, which is used by the art teacher for grades K-3.

PLACE: Grass Lake Community Schools

TITLE: Vocational Education in the Elementary School

CONTACT: Peter M. Wharton
899 S. Union Street
Grass Lake, Michigan 49240
(517) 522-4911

DATA: Kindergarten to Sixth Grade Students. Practice has existed two years. One teacher with background in Industrial Arts, Classroom teachers, Resource people from the community. Equipment — Complete set of hand tools. Jig saws, screwdriver, hammers, hand and electric drill, rip and cross cut saws, wood chisels, planes, wrenches, pliers, etc. The previous mentioned tools & equipment were purchased from the profits or proceeds from fund raising activities conducted by the 4th, 5th, & 6th grade students.

DESCRIPTION: The programs takes place during the school year. The students are provided the opportunity to learn more about and become award of The Family, Citizenship, Leisure Time, and what the Various Occupations are. The basic goal of the overall program is to provide activities and experiences that pertain to the afore mentioned areas. Our school has been successful in this endeavor by implementing four complete Industrial Arts Shops. As a catalyst to build our program from the shops are located in the Fourth grade, Fifth grade and Sixth grade. There is also a portable shop that is used in grades K-3. The Art teacher coordinates the Career Ed. Program with the assistance of the classroom teachers. The major emphasis is in the upper el grades. Our program is not intended to be solely Voc. Ed. It's purpose is to generate enthusiasm and interest on the part of the students by providing Career Ed. in action. Youngsters appreciate supportive activities to compliment the academic areas.

By involving students in the construction of various individual and group projects the students learn or become aware of the various aspects of Career Ed. working harmoniously together, application & experimentation of the knowledge presented in the various academic areas, awareness of the various occupations.

The role of the teacher changes to that of a resource person, guide, and leader that can supplement, support and give direction.

Projects and activities so far completed are: picnic tables, a number of work benches to be used in the various classrooms at different grade levels, split rail fence, bird feeders, playground equipment. Also, a large number of craft projects too numerous to mention.

The program provides the opportunity for all the students in the school to be informed and more aware of what Career Ed. is.

PLACE: Grass Lake Community Schools

TITLE: Multiage Continuous Progress Grouping

CONTACT: Peter M. Wharton, Principal
13560 Sager Road
Grass Lake, Michigan 49240

DATA: Elementary School Students, Grades 1-6. Practice has existed one year. Classroom teachers and aides. Individualized supplementary instructional material. Basal texts, Teacher made instructional material.

DESCRIPTION: George Long Elementary has three sections of Multiage Grouping. Two of the sections contain grades one thru three and the other fourth thru sixth. The placement of students was based on the student's performance and work habits demonstrated thus far in school.

The three sections are designed to make it possible for a better approach to the varying needs of pupils. It is a way of adjusting teaching techniques and procedures to meet the differeing social, mental and physical capacities among children.

In this plan the curriculum is planned in a series of levels geared to and consistent with the basal reading program. Pupils are placed in groups wherein the children are as similar as possible in achievement. An outstanding feature of this flexible grouping system is that it abolishes repeating and skipping of classroom instruction and materials yet allows each child to work at all times at the instructional level which fits his educational foundation and mental maturity. This allows for more teachable groups and an improved learning situation for each child. Advancement from level to level will be made as the need arises. Every effort will be made not to hold the individual student back but provide as much opportunity as possible for them to proceed at their own rate and pace.

The purpose of the multiage continuous progress grouping is to provide an alternative or school within a school for parents and students who may prefer this type of instructional program to a more traditional model. Students in the program are not limited to the classroom instruction of the three teachers coordinating the program. Some of the students are involved in grouping with other teachers in a variety of subjects. Instructional material is also shared. The program has generated enthusiasm and interest on the part of students and teachers and has contributed to the inner building cohesiveness in the entire building.

Implementation is possible if there is a willingness on the part of the teaching staff to provide this type of opportunity for students. As mentioned previously the placement and grouping of students is based on their past performance in school and levels in the basal reading text. Emphasis on individualized instruction is stressed. Instructional materials made by teachers or publishing companies to supplement the basal texts contribute emensely to the effectiveness of the program. The overall goal of the program is to provide individualized instruction and to give the students a better feeling about himself and school.

PLACE: Haslett Public Schools

TITLE: Haslett Child Development Center

CONTACT: Linda Peet
Ralya Elementary
1583 School St.
Haslett, Michigan 00000
(517) 339-8253

DATA: Haslett preschool children and their parents. Practice has existed seven months. Some instructional staff should have preschool training. Classroom and appropriate preschool supplies and materials. Kitchen and playground facilities.

DESCRIPTION: The Haslett School Board has sponsored a day care-nursery school program. As a result of declining enrollment creating available classroom space, the district consented to the Haslett Child Development Center being created. The Center runs a federally and state licensed day care-nursery school from 7:30 a.m. to 4:30 p.m. daily in order to accommodate working parents.

The Center is financed by the tuition of participating parents. The elementary school setting is a natural site for the program because it is designed with the young child in mind. (i.e. classroom furniture and lavatory facilities). Also, the school has provided kitchen, playground, classroom and gym facilities thus reducing initial capitol outlay costs.

Assessment of the program is presently being done. The CIRCUS test battery has been administered to each child enrolled in the program on a full time basis. The same test instrument was also administered to Title I children and "homebound" children within the school system. (Children not enrolled in a preschool program.) The tests will again be administered in the spring to all three groups. The test results will indicate to some degree which type of preschool experience is most effective in our school district. The data will be available in July, 1976.

PLACE: Howell Public School District

TITLE: Reading Center

CONTACT: Sister Elaine Kovach
425 E. Washington
Howell, Michigan 48843
(517) 546-1380

DATA: All of the children in Grades 1-6. Practice has existed four years. One teacher with a Masters degree in reading, one full time aide. Cassettes, reading pacers, filmstrip pro., any and all soft material that will aide in individualized instruction.

DESCRIPTION: The Reading Center is an all school program that provides continuous instruction in reading skills from 1st grade to 6th grade. Two different grades are taken each quarter of the school year. TGroups consist of not more than twelve students at a time. The purpose of the center is to:

1. Provide diagnostic prescriptive curriculum to best meet students needs
2. Increase vocabulary consciousness and confidence in attacking words
3. Improve comprehension skills
4. Help students improve rate of comprehension
5. Help each student to develop and maintain study skills
6. Instruct students on how to transfer what they have learned to content areas
7. Widen the scope of student reading interest

The children are tested in several areas before they begin work in the center and tested again at the end of the nine week session. We have found a great improvement in reading since the center was established in our school.

PLACE: Laingsburg Community Schools

TITLE: Trade Post (career ed.)

CONTACT: Paul Woodley
Laingsburg Elem. School
Laingsburg, Michigan 48848
(517) 651-5006

DATA: Small math groups, grades 2-3. Practice has existed 2 years.

DESCRIPTION: Students form temporary stock company, and sell shares to teachers and other students at 25¢. They purchase small items (erasers, pencils, paints, etc.) at wholesale (or near) from local merchant. They figure selling cost so as to make small profit. They sell items at a "store" before classes and after lunch. Their math lession consist of an "accounting sheet", figuring cost and profit on each item and totals. At end of project they figure total profit and return per share. At a stock holders meeting they pay off. Return on the year project — 200% (75¢ returned for every 25¢ invested) Cost to school district — 0, benefit to school — immeasurable. Success of students — guaranteed.

PLACE: Lansing School District

TITLE: Creative Art Specialists' Team (CAST)

CONTACT: Mrs. Reba Rudolph
3426 S. Cedar Street
Lansing, Michigan 48910
(517) 485-8161, ext. 355 or 356

DATA: Elementary children, grades 3, 4, 5, and 6. Practice has existed 1974-1975 — Limited basis. A pilot program basis Jan., 1976-May, 1976. Art, Music, Drama, (Physical Education) Movement. Regular materials of each discipline represented in team.

DESCRIPTION: CAST is a group of elementary specialists from the Lansing School District in the areas of Art, Creative Dramatics, Music, and Physical Education. This team is involved with presenting a unified approach to teaching the arts — an approach which relates the arts to one another and to the total curriculum.

Our activities have included workshops with teachers and in-school lessons with teachers and their students. Presently, the team is participating in a pilot program in two Lansing elementary schools to promote the interarts approach in an in-depth situation.

Specialists in Program: Art — Francie Dittrich, Elementary Art Specialist; Creative Dramatics — Beryl Falcone, Creative Dramatics Coordinator; Music — Sue Thomas, Elementary Music Specialist; Physical Education — Betty Lessard, Elem. Physical Ed. Specialist; Advisor — Reba Rudolph, Physical Ed. Coordinator

Goals for Cast Pilot Program are: To provide the opportunity for participating classroom teachers to develop the attitude, skills, and training necessary to continue the interarts approach; to offer experiences to teachers and their students which will encourage an awareness of the unity in their total curriculum; to provide the teacher with an interarts approach as a valuable teaching tool for other curriculum areas; to develop *teaching* skills in the separate arts areas as they relate to one another and as they relate to the total curriculum; to increase *students'* skills in each art area in order that they may have an in-depth learning experience with the inter-arts; to provide learning experiences and conduct activities that will elicit student participation and creativity; to provide increased opportunities to the students for a feeling of success through the interarts approach; to provide, through the arts, an integrative means of expression for understanding and appreciating one's unique self.

PLACE: Lansing School District

TITLE: Future Teachers Art Team

CONTACT: Peggy King
F.T.E.C. Home School Coordinator
519 W. Kalamazoo St.
Lansing, Michigan 48933

DATA: Elementary students. Practice has existed one-half year. Standard art materials & equipment.

DESCRIPTION: The F.E.T.C. Art Teach is a group of high school students who work as aides in art in elementary class rooms. The concept is a learning-training program for talented art students who may wish to pursue a career in art teaching.

The present team consists of 4 students, to be expanded to 8 next fall. Each team member is assigned to two elementary buildings, assigned to 2 or 3 specific teachers. Transportation is provided through Future Teachers if needed.

A typical 5 day schedule is as follows:

Monday — Seminar — Art Department Central Office, for group discussion, preparation of materials and lessons. Seminar supervisor, Peggy King.

Tuesday — Work in an assigned school.

Wednesdays — Travel with the elementary art specialists, as a team, observing and working with the specialist on that day. This provides exposure to many situations and provides learning experiences for the student.

Thursday — Work in an assigned building.

Friday — Same as Thursday.

The scheduling is structured and done in advance to provide maximum potential. Evaluation is joint with assigned teachers and the Art Coordinator. The evaluation at this point has been very positive.

PLACE: Lansing School District

TITLE: Use of Performance Objectives to Individualize Mathematics in the Elementary Schools

CONTACT: Frank Rogers
3426 S. Cedar St.
Lansing, Michigan 48910
(517) 485-8161, ext. 345

DATA: Elementary Schools. 1975-76 is third year. No special teachers needed, though clerical aides, where available, improved the operation of the program. Complete sets of Objectives, Objectives tests, Placement tests (Diagnostic tests) and coordinated materials, for every teacher.

DESCRIPTION: Teachers test entering students with the placement test to determine where in the objective hierarchy the student should be placed, and then students do learning activities, take objective tests, do learning activities for the next test, take the next objective test, etc. as the teacher programs them.

Student satisfaction, when the teachers got the program fully operational, has been very high and in many classrooms mathematics was identified as a favorite subject by a majority of the students, as a result of the objective program.

Teachers had to have the Coordinated Materials Listing, so that they could send students directly to the appropriate pages in the book(s) to begin the learning activities needed for a new objective. Better students assimiliated this concept quickly, leaving the teacher time to work with slow students and those not equipped with self starters.

PLACE: Lapeer Community Schools

TITLE: Career Week

CONTACT: Mrs. Glenda Wood
1222 Carlson
Davison, Michigan 48446
(313) 664-2269

DATA: 6th graders. Practice has existed two years. Cooperative community.

DESCRIPTION: In today's world of work, skills are becoming more technical, jobs more varied, and qualifications increasingly specialized. It is, therefore, important that students become aware of career opportunities at an early age. Career awareness, consequently, is becoming an important aspect of the elementary school curriculum.

With this in mind, Mrs. Wood, Mrs. Armbrecht and Mr. Blauet, sixth grade teachers in the Mayfield School open area, spent a great deal of time planning a Carrer Week for their students. Several people in the community were contacted, and a schedule of afternoon speakers was compiled for the week of April 5'9. The speakers were selected to represent a wide range of career possibilities. When the schedule was completed, teachers and students discussed the careers involved. Students then selected eight of the speakers they wished to hear and listed them in order of their preference. The teachers scheduled the students with speakers trying to avoid time conflicts. Flexibility was allowed so some pupils could move from one presentation to another.

Each student was given an assignment sheet of related projects and activities to be completed during the week. When students were not listening to a speaker, they were able to work on individual projects with the help of one of the teachers. The Senior High School was very cooperative in lending their S.R.A. Career Cards. These were used for research and reports or skits, which were presented for their classmates.

This was a fine opportunity for students to experience aspects of both career awareness and career exploration. This type of activity fits in well with the state legislature's recent ruling which mandates that all school districts plan a program of career education for the near future. Students learned a great deal and were able to relate this information to specific projects that were correlated with this unit of work.

PLACE: Livonia Public Schools

TITLE: Committee on Smoking and Health

CONTACT: Albert D. Zack
Bentley High School
15100 Hubbard Rd.
Livonia, Michigan 48154
(000) 427-1900, ext. 41 or 42

DATA: All elementary students. Practice has existed four years. Films from American Cancer Society, Posters, coloring books, etc.

DESCRIPTION: At Bentley High School in Livonia a committed group of twenty high school youths represent just such an organized activity. They call themselves SADS, an acronym for Student Action to Discourage Smoking. They represent some of the most highly regarded students in the school, numbering among their membership athletes, cheerleaders, and student council officers.

What do they do? They arrange team visits to elementary classes in neighboring schools. Each team, made up of a boy and girl, is responsible for a forty minute class presentation. They begin with a short film entitled, "Huff, The Puffless Dragon." The cartoon, produced by the American Cancer Society, explains the health hazards involved in smoking.

Their talks are informal and casual. They point up the advantages of not smoking rather than the grim statistics. They tell the kids that with younger brothers and sisters of their own, they are there because they care about them.

This semester the visits reached almost 2400 different elementary school students. "We use ourselves as examples and tie it in with what's happening at Bentley," states Dave McCormick, a varsity football player and one of the project's organizers.

The principal presented an idea to students and said, "Look if this makes sense to you, we can help you but the job will really have to be done by you." The students picked up the challenge and followed through.

Such a project has been successful because it provides youth with a meaningful opportunity to help others in their community and it appeals to the idealism of youth. School personnel were extremely careful not to overcontrol or overdirect the project. Each team had the freedom to design a presentation using its own personality strengths and creativity.

PLACE: Livonia Public Schools

TITLE: Readiness Class

CONTACT: Dr. Venna Matson, Principal
Buchanan Elementary School
16400 Hubbard Road
Livonia, Michigan 48154
(313) 261-6666

DATA: The Readiness class, a post kindergarten experience, is designed to reduce failures by repacing qualifying children. Eligibility is determined through observations by the kindergarten teacher and Slingerland, Peabody and Metropolitan test results. The class is limited to eighteen children per teacher and is a full-day experience for a school

year. The program is individualized to meet the specific needs of each child. The child advances to first or second grade as determined by his abilities, developmental progress and needs.

DESCRIPTION: The program is designed to develop a positive self-image through achievement and growing independence. Emphasis is given to problem-solving, self-motivation, goal-setting, and self-understanding. Academic skills are taught as each child develops the ability to achieve. Psychomotor developmental activities are also stressed. The program, which has been in operation since 1970, has been highly successful in meeting the needs of children in the primary level before failure and frustrations are manifested.

PLACE: Livonia Public Schools

TITLE: Alternate Classrooms for Academically Talented

CONTACT: Dr. Venna Matson, Principal
Buchanan School
16400 Hubbard Road
Livonia, Michigan 48154
(313) 261-6666

DATA: Sixty-four fourth, fifth and sixth graders from throughout the school district who met the following criteria: mental ability at the 95th percentile, or above, on a standard measure such as the California Test of Academic Aptitude; achievement at the 90th percentile, or above, on the Comprehensive Test of Basic Skills. Staffed by two teachers and an aide. Children are in a self-contained situation with special teachers for arts, music, physical education and instrumental music.

DESCRIPTION: The major goals of education in Livonia serve as the basis for the program for the academically talented. In addition the program analyzes individual students' level of competency in language arts and math and develops appropriate instruction in these areas. There is planned emphasis on higher level thinking skills as well as use of techniques which encourage a student to think divergently, fluently, flexibly, and originally. The program regularly provides instruction in and opportunity to apply decision-making skills. It includes regular consideration of each student's specific talents, interests and values. Activities to expand students' interests in previously unexplored areas are included. The program regularly provides opportunities for students to plan, carry out and evaluate their individual schedules and projects. Frequent teacher-student conferences develop a log of the students attainment of these skills. This program began September, 1976.

PLACE: Marlette Community Schools

TITLE: Apex (Action/Project Excellence) Math Lab

CONTACT: Mr. Harold R. Titus, Assistant Superintendent
Mr. Terry Biesiadecki, Principal
(517) 635-7425
Mr. Ronald P. Scheer, Teacher
(517) 635-7425
Bea McDonald Elementary School
3197 Sterling Street
Marlette, Michigan 48453

DATA: Children Grades 2-3-4. Teachers K-4. Practice has existed 5 years. Math Lab Teacher and Teacher Aide. Variety of Math Resources (Purchased and Teacher Made).

DESCRIPTION: We are presently serving approximately 20 students from each grade level, who spend one period per day in the Math Lab. Students are assigned to individual objectives and skills by their regular teacher. When a problem is identified, the student can be served by the Math Lab Teacher or materials can be used by the regular teacher for presentation to individuals, groups, or the entire class.

We use an Individualized Mathemetics System in each classroom which is especially compatible with a Math Lab Concept, but the idea is not dependent upon an individualized system. I feel that the real strength of our program lies in the variety of worksheets, tapes, filmstrips, games, and other materials which have been gathered in the Math Lab over the years. Many of these matprials already exist in many schools but have not been gathered into a Lab setting.

Teacher and Aide work together to prescribe varied techniques of learning to their students problems. Teacher-Pupil ratio is kept at a reasonable level. And with the math resources available we are usually able to find an alternate teaching method when a child is having difficulty learning by one method.

PLACE: Marlette Community Schools

TITLE: Apex Reading Program

CONTACT: Mr. Harold R. Titus, Assistant Superintendent
Mr. Terry Biesiadecki, Principal
Mrs. Velma Kelly, Reading Specialist
Bea McDonald Elementary School
3197 Sterling Street
Marlette, Michigan 48453

DATA: Children in grades 1-2-3-4 who have special skills difficulties in the area of Reading and Reading Readiness. Practice has existed 5 years. Read Lab teacher, 3 Resource Teachers, and 2 aides. Criterion referenced tests, abundance of materials, including developmental tasks, program ed. books, basic texts, prescription sheets, System 80 program, and highly motivated reading materials (commercial and teacher made).

DESCRIPTION: The Apex Reading Program was designed to develop the reading skills of individual students. These children are accepted on achievement tests and teacher recommendation. The Read Lab serves three first grade classes, one second grade class, one third grade class, one fourth grade class, and one special class each day. The Resource teachers of grades 2, 3, and 4, each conduct one reading class daily.

The children are given criterion referenced test to determine their need; perceptual type problems; phonetic, structural

analysis; vocabulary development and comprehension and study skills. Then a Pupil Progress Profile is prepared for each student and prescription materials are taught through an individualized Reading Program which enables each student to proceed at his own pace.

Evaluation of the program is administered to each child's level throught the criterion-referenced test in the same areas as when the student entered the program.

The scores will then be recorded on the child's profile and this evaluative data and teacher observation will be used to make recommendations for the student's future needs and instruction.

PLACE: Midland Public Schools

TITLE: Outdoor Education Day Camp

CONTACT: Mrs. Sally Berry
Woodcrest School
5500 Drake St.
Midland, Michigan 48640
(517) 631-9660

DATA: Three classes of 5th grade students. Practice has existed three years. Three classroom teachers plus parent volunteers. Teacher-made packets.

DESCRIPTION: Children in three 5th grade classes go to Chippawa Nature Center for four days of classes outdoors with teacher-made packets. Volunteer mothers have been previously trained.

Whole day is devoted to a specific topic; such as 1) birds, 2) archaeology, 3) plants, and 4) animals. Each day involves exploratory hikes with sketchpads, and includes hearing a guest expert.

On archaeology day, we visit the Center's museum and an archaeological "dig" at the Nature Center. Language lesson for the day is writing historical fiction.

Speakers talk on edible plants, concluding the plant day program with everyone sampling sassafras tea. In this way, the students gain awareness of the dependency of plants on animals and the reverse.

On animal day, a representative from the Dept. of Natural Resources shows furs of Michigan animals.

The overall objective is that *learning* is not confined to the walls of a classroom, but reaches to all outdoors.

PLACE: Huron Valley Schools

TITLE: Sixth Grade Team Teaching Program

CONTACT: Patience Hamilton
Chris Brewer
Nancy Bowman
Team Teachers
Phillip Conklin, Principal
Apollo Elementary School
2029 North Milford Road
Highland, Michigan 48031
(313) 685-1511

DATA: All Apollo Sixth Grade youngsters. Practice is entering 6th year. Regularly assigned team of sixth grade teachers and one half-time Literature aide. Access and use of one large area room, one classroom, and one conference room. When school population permits, use of two classrooms is desirable.

DESCRIPTION: *Purpose:* The basic philosophy of the Sixth Grade Team includes, but is not limited to, the following precepts: 1) learning is an exciting, pleasurable experience; 2) school is a "neat" place to spend a day; 3) each student grows at his own rate and brings unique talents to the total group; 4) to fail is difficult, to succeed is easy; 5) each adult and child is equally important; 6) choice necessitates responsibility for decisions and actions; 6) independent and creative thinking is beautiful; 7) our group is as caring, as loyal and as forgiving as a family; and 8) this year is going to be the best year of our lives.

Implementation: The Apollo Sixth Grade Program is centered around the basic areas of Music, Math, Foreign Language Social Studies, Science, Art, Physical Education and Club Activities. Within each area, students choose from the subject matter offered as classes of study, according to their own individual interests. Units of study vary from 3 to 5 to 10 weeks in length and are geared to the individual's ability levels. The individualized reading program supplements each class and is an integral part of the total program. The reading program is staffed by a ½ time teacher who holds individual discussions with students regarding the books they have chosen and read. Sixth grade teachers are directly involved with special area teachers and supplement their class offerings by teaching related classes. Class size is not a factor and class sizes range from 6 to 70 students. New report cards and a student handbook were devised to fit and augment this program.

PLACE: Millington Community Schools

TITLE: "Physical Coordination Program 3-5"

CONTACT: Ralph J. Scheffler
Kirk Elementary School
8664 Dean's Drive
Millington, Michigan 48746
(517) 871-5351

DATA: All 3-5th graders demonstrating a Perceptual Development deficiency. Practice has existed two years. Special Education, Physical Education and two aides. Mats, ladder, walking beam, climbing rope, etc.

DESCRIPTION: We have found that children are expected to learn how to read in the first grade. When you lack some gross motor skill development (being no fault of the students) you cannot learn a more skilled or difficult task like reading or writing (fine motor skill). We in schools today expect a great deal from all children regardless of individual deficiencies. This "Physical Coordination Program" is meant to help those children develop skills so they can accept the more rigorous tasks in the classroom

Two major goals were established when we began this program in September, 1974; (1) the short range goal, which will show up in one year; to have a changed attitude toward school and school requirements; (2) the long range goals, which will show up after one or two years; to do the required classroom work (according to students capabilities) without finding excuses or delays; and to be able to have better control over ones behavior and attention span. And last but not least; to have pride in what you do, regardless if it be with classwork, physical activities, or association with students or adults in normal life situations.

This program is held in our elementary school gym every morning from 8:40-9:40, with two half-hour sessions. The program allows for two aides, the resource teacher and the physical education teacher (and fifteen students each session). All classes last for six weeks, with a refresher class for a shorter duration in the Spring.

PLACE: Monroe Public Schools

TITLE: "Operation — Individualization"

CONTACT: Audrey E. Perry
77 N. Roessler Street
Monroe, Michigan 48161
(313) 241-1489

DATA: Grades 1-6. Practice has existed one year.

DESCRIPTION: All students in grades one through six have an individualized class program. Students are placed in Reading and Mathematics classes according to their level and learning style. Other curriculum areas are developed by staff-team approach and cooperative learning strategies.

The staff works on a highly coooperative basis and program evaluation sessions are held three times a year. Recommendations regarding students, curriculum, staff are implemented upon concensus of staff persons.

PLACE: Monroe Public Schools

TITLE: Distar Parent Workshop

CONTACT: Mrs. Chris Butler, Distar Coordinator
5001 W. Albain Rd.
Monroe, Michigan 48161

DATA: Kindergarten through second grade students involved with the Distar curriculum. Practice has existed this current 1975-76 school year. One teacher or supervisor with an understanding of the concepts taught in Distar. Materials, handouts and examples of home activities.

DESCRIPTION: Monroe Public Schools has the Distar program as the basal program to the primary level in reading and arithmatic.

The parent workshop idea was conceived to help parents understand the concepts their child was learning and to assist parents with ways to extend this learning at home.

Evening meetings were held in each area of reading and arithmetic. Parents were given handouts and ideas for learning games were demonstrated.

Ways to extend learning at home were discussed as many activities about the home can be turned into learning situations. Inexpensive ways to motivate children's learning were also explored.

The workshops developed better communication between the schools and the community. Parents gained insight into their child's education and better defined their role in this process.

PLACE: Monroe Public Schools

TITLE: Personal Counseling for Students

CONTACT: Mr. R. W. Schultz
Manor School
1731 W. Lorain
Monroe, Michigan 48161

DATA: Elementary Students. Practice has existed three years.

DESCRIPTION: Everyone needs the personal touch in their lives, it is important that students know the Principal and everyone cares about them. This is a time consuming project, but well worth it in personal feelings that students have about their school and the people in it. Even in a school of 5001, it is possible to get around to all students during the year with a personal conference. Many of these personal conferences take place in the hall, school playground, before and after school and at lunch time, and some in an office or classroom setting.

Name _____ Grade_____ Date_____

1. How old are you?_____
2. How's school?_____
3. How do you like school?_____
4. Is school hard for you?_____
5. What's your best subject?_____
6. What's your worst subject?_____
7. How do you get along with your teachers?_____
8. How do you get along with other students in the school?_____
9. Do you always try to do your best?_____
10. Do you consider yourself a responsible person?_____

Comments:

_____

PLACE: Monroe Public Schools

TITLE: Team Learning

CONTACT: Mr. R. W. Schultz, Principal
Manor School
1731 W. Lorain
Monroe, Michigan 48161

DATA: Under teacher direction, elementary students team read, math, spell, or any other subject with each other. As the author of the idea stated, everything is more fun, when you share it. Lydia Welborn and Pauline McKeon authored the article "Team Reading" several years ago. We took it one step beyond by teaming other subjects. (Project operation — 5 yrs.)

DESCRIPTION: Teaming in education is not new, however students teaming for certain subject areas of study in the classroom enhances the learning situation, since learning can and is more enjoyable when you share it. Team learning is handled under a controlled situation by the teacher with pairs of students sharing their learning activities. This method is not done every day with every subject and lesson, but it is a part of what one teacher attempts to do on a scheduled basis. Partners change from day to day and subject to subject. They gain from each others strengths and weaknesses and share learning experiences.

PLACE: Monroe Public Schools

TITLE: Elementary School Language Improvement Program

CONTACT: Ronald L. Frank
Lincoln School
908 East Second St.
Monroe, Michigan 48161
(313) 242-8811

DATA: 20 1st and 2nd grade children. Practice has existed one year. One Speech Pathologist (Consultant) and one aide. Voice Mirror, Systems 80 Machine

DESCRIPTION: The purpose of the language program is to help those children who have an inadequate command of language skills whether it can be due to delayed development, bilingual home, or learning disabilities for their chronological age.

Children are referred by teachers and then given a pretest to determine their needs. They are then divided into groups of from 3-5 children according to their needs. The classes meet in ½-hour sessions twice a week during which time many facets of language are attacked. Complete sentences are required at all times while a gradual building of correct sentence structure, vocabulary, pronoun usage, verbing, pluralizing and questioning is being patterned.

A multi-media approach is used in working with these children including workbooks, games, art work, tape recordings, Voice Mirror, System 80 machines and drill work. Children will be post tested at the end of the school year to determine growth and future needs of each student.

PLACE: Monroe Public Schools

TITLE: Continuous Progress in Spellin

CONTACT: James Pyle, Principal
South Monroe Elementary
15488 Eastwood, SMT
Monroe, Michigan 48161
(313) 242-1751

DESCRIPTION: The program is an individualized one, allowing students to study at their own rates of speed the words they need to know how to spell. It is self-pacing, multi-leveled, and uses peer-teaching of words grouped into lists.

The peer-teaching approach frees teachers from confining group instruction and allows them to work individually with students who need assistance. There are nearly 5,000 words in the total program which cover 98% of the words they will ever use in their writing as children or adults.

PLACE: Monroe Public Schools

TITLE: "Project Pride"

CONTACT: Mr. James Pyle
South Monroe Elementary
15488 Eastwood, SMT
Monroe, Michigan 48161

DESCRIPTION: This is a program designed to accomplish: pride in individual students and the student body as a whole in themselves; improved appearance of the building and grounds, and; create an atmosphere of good citizenship through increased student responsibility for fellow students and their school so that it no longer is just "their" school, but "our" school — and we're darn proud of it.

A large "Project Pride" banner and honor roll list is displayed prominently in the main hall. Each classroom has posted a copy of the rules and a Project Pride button.

Awards are given for outstanding or unusually noteworthy acts of good citizenship based on recommendation of any adult within the school program. A pin is awarded to the student and their name and noteworthy act listed on the honor roll in the hall.

Awards have been given for such things as grounds cleanup, safety practices, courtesy, attitude, cooperation, returning lost items, helping a friend in need, preventing vandalism and activity participation.

PLACE: Monroe Public Schools

TITLE: Parent Volunteers

CONTACT: Mrs. Chris Butler
Custer School
5001 W. Albain Rd.
Monroe, Michigan 48161

DATA: Kindergarten through sixth grade students. Length of operation: Regular teachers schedule and plan parent activities.

DESCRIPTION: Custer Elementary is dedicated to the belief that parents should be involved in their child's education and have therefore utilized parents in the classroom.

Parents volunteer their time and talents to enhance the programs at Custer Elementary. Teachers schedule parents to assist in the classroom at mutually convenient times. Some parents volunteer as often as twice weekly or as little as once a month.

Activities are planned by the teacher and parents assist in one-to-one tutoring, art activities, special craft projects, developing and using learning games, interest centers, science projects, storytelling, or clerical duties. If parents have a special talent they are utilized in that way.

Fathers as well as mothers volunteer their time. Grandparents have also been added to the program.

The program has been in operation for several years and has met with continued support by both the teaching staff and community. Parents enjoy the opportunity to be involved in their child's education and the school benefits from their services.

PLACE: Monroe Public — Riverside Elementary

TITLE: "Creative Activities for Gifted Students"

CONTACT: Audrey E. Perry
77 N. Roessler Street
Monroe, Michigan 48161
(313) 241-[illegible]9

DATA: 21 Elementary students — grades 2-6. Practice has existed one year. One special teacher needed.

DESCRIPTION: An after school program for gifted students in Art, Music and Literature has been established as another means of adding to the curriculum of students who excell in creative areas. These students are able to develop specialized interest areas along with in-school opportunities for creativity. Children were selected on a recommendation/committee acceptance-type process by students, parents, and school personnel.

PLACE: Monroe Public School

TITLE: Enrichment Class

CONTACT: Mr. Ray Bottom
1275 N. Macomb Street
Monroe, Michigan 48161
(313) 241-0330

DATA: Recommended Students in Grades 2-6. Practice has existed four months. One Classroom teacher needed.

DESCRIPTION: This class is an extension of the regular classroom. It offers the exceptionally talented child the opportunity to pursue interests beyond those which are provided in a regular room. Relief time is made available to a regular classroom teacher who then meets these 30 children for an hour once a week. The program affords these students opportunities for exploring, experiencing and expressing ideas.

PLACE: L'Anse Creuse Public Schools

TITLE: Cross-Community Counseling

CONTACT: James Kouri
Stewart Baber
34641 Jefferson Ave.
Mt. Clemens, Michigan 48043
(313) 791-1890

DATA: Grades 4-8. Practice has existed one year.

DESCRIPTION: L'Anse Creuse Public Schools are experimenting with the idea of a traveling counselor who holds group sessions in the middle schools. Although technically a member of the Special Education Department, Mr. Kouri has managed to find time to assume this additional role.

The counseling groups, small in size and composed of sixth, seventh, and eight graders meet to discuss academic, social, and personal concerns. The small group situation acts as a sounding board for the students' concerns.

In addition, the groups pursue various outside activities and field experiences. These include camping trips, swimming at a local indoor pool, visits to a chocolate factory and other exploratory experiences.

The sponsor keeps in close contact with the families and makes his visitations on a regular basis. Consistency in this regard seems to get groups into tight-knit interdependent units.

PLACE: Pellston Public Schools

TITLE: Using Behavioral Objectives for Reading Improvement

CONTACT: Joan Wasilewski
Pellston Elementary School
Pellston, Michigan 49769
(616) 539-8421

DATA: K-6. Practice has existed one year. Reading Consultant, 1 aide. Fountain Valley Teacher Supportive Services in Reading. Materials for teacher made worksheets and games.

DESCRIPTION: This program allows the classroom teacher to assess her students reading skills and create an individual development program for each child. The program contains 277 behavioral objectives in reading which individuals are tested onto discover what he *doesn't* know. The evaluations provide: immediate results, meaningful diagnostic patterns, prescriptive findings and give valid and reliable indexes. The tests are designed to measure four areas of reading: 1. Word Analysis — Phonetic and Structural, 2. Vocabulary Development, 3. Comprehension, 4. Study Skills.

The Reading Center contains one file folder for each behavioral objective. In each file is a list of available books, games and worksheets that are listed by company name, book title and page number. The teacher can come into the Center and choose the materials for her students needs which are indicated on the Fountain Valley Tests.

COST: $2,000.00 for Fountain Valley Teacher Supportive Services in Reading plus materials for teacher made worksheets and games.

PLACE: Pellston Public Schools

TITLE: Using Stations forSmall Group Instruction

CONTACT: Sandra Boda
Route #1
Pellston, Michigan 49769
(616) 539-8642

DATA: Kindergartners. Practice has existed two years. Regular classroom teacher and 2-3 aids or student helpers. Some type of physical dividers and specific learning materials and activities designed for different stations.

DESCRIPTION: My purpose in using stations is to provide a means of giving more individual and small group instruction. There are five stations: play (free choice of toys or play activity); art (directed and free choice art activity); reading readiness (all activities related to pre-reading and reading skills); math (workbooks and other manipulative math materials); and listening (use of cassettes, tapes, and headphones for listening to stories, lessons, etc.) The children are scheduled so that they visit 3 stations a day (play station is visited everyday), spending 15 minutes at each station. Each station is color coded and each child has a "passport" that admits him or her to their designated station. The "passport" is made of one white name card and 3 colored squares or circles on a shower hook ordered to fit the child's station schedule for the day. As each new station time comes due the front color card is flipped over to reveal the next color. I use adult or older student personnel in art, reading readiness, and math stations. The other stations need no direct supervision. Periodic formal testing helps to determine the needs of a student. The children are grouped in the stations by ability where possible.

PLACE: Pellston Elementary School

TITLE: Consultative Team Teaching

CONTACT: Pattie Miller
Joan Wasilewski
P.O. Box 16
Pellston, Michigan 49769
(616) 539-8421

DATA: Elementary students — Regulary and Special Education. Practice has existed one year. All materials located in Reading and Learning Centers.

DESCRIPTION: This team teaching approach involves the Reading Specialist and Special Ed. teacher. This teaming method is 2-fold: 1) to provide more effective teaching methods and, 2) to provide more efficient consultative staff in our school. We have accomplished this in various ways: 1) by combining our efforts in testing and prescribing for all students who are referred to either one of us, 2) build a central file containing materials available to all teachers in the areas of reading, math, perceptual activities and informal classroom tests; 3) catalogued all materials in our classrooms for easy check out by the teachers. In this way, a teacher with a problem can check our catalogues or come to us for specific materials; 4) a child referred to either one of us will work with both of us at a given time. In this way a child is getting the most efficient and effective program for him; 5) We have done a number of inservices with all the teacher's aides in the school. These inservices have made them aware of particular problems a child may have and how to deal with them; 6) We attend all Learning Disabilities meetings and Reading Meetings and share ideas and materials with each other and the teaching staff at our school.

PLACE: Plymouth Community School District

TITLE: Space Bubble

CONTACT: Carole Sweet, teacher
James J. Gallimore School
8375 Sheldon Road
Plymouth, Michigan 48170
(313) 453-7350

DATA: Kindergarten thru fifth — preferably grades that are studying space or ecology. Heavy drop cloth plastic 12' x 24', duct tape, plastic garbage bag and a 24" fan. The drop cloth is folded 12' x 12' and taped together. At one end garbage bag is attached to drop cloth and fan. Slit in side for door and small vent holes in top or side. The bubble is kept inflated by the fan. Safety precautions should be discusaed with students before the bubble is used.

DESCRIPTION: During our science unit on space we talk about what our space future might be like, drawing and building futuristic pictures of space stations. Then we set up the space bubble and each child has an opportunity to see what it would be like living in such an atmosphere.

PLACE: Gallimore Elementary School
Plymouth Community School District

TITLE: Gallimore Community Outdoor Laboratory (A school owned, ten acre wooded laboratory, with picnic facilities)

CONTACT: George Dodson
Robert Green
8375 Sheldon Rd.
Plymouth, Michigan 48170
(313) 453-7350

DATA: A fifth grade class project with the objective of creating a permanent, skill oriented, play facility for the

playground area — i.e., A Balance Beam. 1 relatively straight telephone pole, 1-5 ft. length of telephone pole, 1-4 ft. length of telephone pole, 6 six-by-eight round cedar posts (6" x 8'), 6 five foot 1" x' 3" cedar boards, 1-½" threaded rod (3 ft.), 12-½" nuts, 6-½" washers, Misc. 2½" nails, 3 bags "Ready-Mix" cement, 1 gal. preservative type paint. Chain saw, ½" power drill (hand drill if nec.), 2-½" wrenches, hacksaw, hammer, paint brushes, post hole diggers and shovels, wheelbarrow and hoe (cement).

PROCEDURE:

(a) Cut tele. pole to desired length.

(b) Cut threaded rod into 1 ft. bolts (washers and nuts on each end)

(c) Drill holes in six-by-eight posts *approximately* 2 ft. from top, (small end) — Distance may vary with diameter of tele. pole.

(d) Bolt together 3 pairs of posts to form three "X's".

(e) "Lash" "X's" together at extreme bottom — (laying flat on ground, and blocking before nailing, will preserve a parallel alignment of the posts) Paint with preservation.

(f) Dig three five foot trenches (recommend dividing length of telephone pole into thirds — this will allow ⅓ of length between the supports and ½ of the remaining ⅓ at each end. *Depth of trenches will vary — see below!*

(g) Place supports in trenches and fill in *middle only!* Cement each end of trench, where post should still be exposed!

(h) After supports are in place, and completely "set", the telephone pole can be lifted and set in place by a class of 25-30 students.

CONSIDERATIONS:

(a) It should be noted that the diameter of the telephone pole will be greater at one end, causing two variables;

(1) The telephone pole will not fit as deeply into the "V", formed by the supports, at one end.

(2) The added diameter at one end, will cause the beam to be higher at that end! Thus, the depth of the trench at each end must be adjusted accordingly! See: Procedure (f), above!

(b) It is recommended that the two end supports be fixed in position and the telephone pole placed in position with the middle support loose. The middle support may then be "jacked" into place, (screw type auto jack) for good support in the center area!

(c) The two five and four foot telephone pole sections (see materials), may now be set, (post fashion) at one end, as steps.

(d) Excess of supports, extending above "beam", should be cut off and rounded, for safety!

PLACE: Pontiac Public Schools

TITLE: Family Style Lunch Program

CONTACT: Charles Hazel
Herrington Elementary School
541 Bay St.
Pontiac, Michigan 48057
(313) 857-8362

DATA: All students grades 1 thru 3 and their teachers. Practice has existed two years.

DESCRIPTION: The steps followed in implementing the plan were as follows and were accomplished over a full years time.

1. Teachers worked with the children through the feeding time.

2. Two teachers had their children eat in their classroom and later on served family style.

3. One classroom ate family style in the gym.

4. All classrooms were served milk family style.

5. Four classrooms of 2nd & 3rd grades were served completely family style for 2 days about June 1st, 1975.

6. Seven classrooms of 1st and 2nd graders were served completely family style for the last few weeks of school in 75

7. All class groups were served family style starting on the first day of school in Sept. 1975.

Evaluation of the program is based on comments from children, parents, and teachers. All comments have been favorable. The teachers involved are the greatest supporters of the program and that says a lot about its value. About 10 gallons of milk a day used to be thrown away and now it is less than one. The amount of food garbage has also been significantly reduced. We used to use four garbage bags for throw away paper products and now we use two. The discipline of the entire school seems to have improved also because of better supervision of the children.

This program does cost more because it requires more help in the kitchen. It also does beg instructional time from the classroom. However, children apply one to one correspondence when setting a table, they develop responsibility and independence and they now learn good habits instead of bad ones. Budget for the program is $750/year.

PLACE: Saginaw Public Schools

TITLE: Influencing Reading Activities Throughout the Summer

CONTACT: Nancy Nickodemus
Merrill Park School
1800Grout
Saginaw, Michigan 48602
(517) 799-6812

DATA: Kindergarten through sixth grade/Parents. Practice has existed one year. One reading teacher needed. Materials available in the school and from a local book store.

DESCRIPTION: Previous experience had shown that by the end of the summer vacation, many children had forgotten much of the reading skills acquired during the school year. Our goals were to keep children reading during the summer, to get parents involved, and to make reading fun.

The first event of the two week period was the Summer Fun Reading Workshop for parents. Parents were invited to evening workshops at which each parent received a packet of materials and a folder of ideas geared to their child's reading level. The reading teacher went through the materials with the parents, showing them how to play the games and use the materials. They had the opportunity to make some of the games and learn how to play them. A collection of discarded books also was presented at the workshop. Parents were encouraged to take three or four of these books home to read with their children during the summer.

The second event was a Book Fair for students and parents. A first grader, a third grader and a fifth grader went to the book store with the reading teacher to select the books for the Fair. Commercials were presented on the "intercom" and through personal visits to the classrooms. In three days the Fair had sold over $494.00 worth of paper backed books.

The third event was a Trade-A-Book Day. Children brought in as many books as they wished to trade. The books had to be interesting to children and in good condition. For each book brought in the donor received a ticket. The next day when all books were in, the children used their tickets to obtain different books. Over 300 books were traded in two days.

In the fall, following these activities questionaires were sent to the parents who had participated in the workshop. They reported they had enjoyed using the material obtained at school in the spring. Teachers also asked if there could be another workshop this year. In short, there was much evidence that teachers had kept children reading during the summer, that the school had made reading "fun" and that parents had been involved.

LOCALLY IDENTIFIED PROMISING EDUCATIONAL PRACTICES IN SECONDARY EDUCATION

PLACE: Bloomingdale Public Schools

TITLE: Career Education Kits

CONTACT: Deb Howard
25 Woodlane Dr., Kalamazoo, Michigan 49009
(616) 521-3141

DATA: Students in social studies classes. Practice has existed two years. One classroom teacher needed. Boxes, poster board, makers, tapes, film — provide with money making projects.

DESCRIPTION: Students make what I call Career Kits. In order to make a kit students first of all get a back ground in career possibilities, interviewing techniques, job application and social security. Various speakers are brought into the room (suggested by the students). The students then spend one day working in the community, interviewing the employers, and employees, and actually working at some of the businesses. For the actual Career kit the student must:

1. Write a report including all career information on a particular career that the class has determined to be important. (gain information before interviewing).

2. Call for and have an interview in the career area they have chosen. They are to tape the interview and take slides or pictures. (Money for the tapes and slides is made by the class with projects such as a restaurant night, dance with d.j., etc.)

3. Make up games that go along with the career area (Students make the most creative games).

4. Make activity cards for each subject area. (The student must make up a problem for someone else to answer for each subject area. The problem must relate to the career area being studied. Students see Career Education infusion into the curriculum.

PLACE: Evart Public Schools

TITLE: Safety

CONTACT: Bill Wilder
321 N. Hemlock
Evart, Michigan 49631
(616) 734-5551

DATA: Seventh graders. Practice has existed four years. Teacher qualified in hunting, boating, and snowmobile safety. Cooperation of DNR, local police, and sheriff.

DESCRIPTION: Each seventh grader has a schedule which gives him/her nine weeks each of Art, Home Economics, Shop, and *SAFETY* Upon completion of the Safety course, a certificate is issued. This certificate is required to operate a motorboat, a snowmobile, or to receive a hunting license. 90% of our students want to take the course. Use of a qualified teacher for the Safety course results in better learning than the previous way of having a person from the DNR or Sheriff's office teach an "extra" course.

All students must pass the final test in order to obtain a certificate.

PLACE: Fremont Public Schools

TITLE: Student Aides to Teachers (SAT) (High School Seniors)

CONTACT: Esther Bourziel, S.A.T. Coordinator
Daisy Brook School
Fremont, Michigan 49412
(616) 924-4380

DATA: Opportunity for High School Seniors to explore the profession of teaching, to determine whether teaching is for them. Value to Aide, to Supervising Teacher, and to Students in the classroom.

DESCRIPTION: Seniors elect to work one half day in classroom daily during the year for three hours credit and to assist in many ways in the classroom. Workshops are held the first week in September with aides,followed by six observations in various classes. Each aide chooses the room in which he/she feels he/she can work the best. Teachers assign various tasks. Seminars with the coordinator are held once a month. Good academic standing, dependability are required.

PLACE: Garden City Public Schools

TITLE: Junior High English Additive Elective

CONTACT: Andrew Bertha
1751 Radcliff
Garden City, Michigan 48135
(313) 421-5001

DATA: 8th & 9th graders. Practice has existed 5 years. Regular English Teachers. Some software for Individual Reading.

DESCRIPTION: In addition to full year required English classes for all Junior High students, semester classes for 8th and 9th grade students are offered on an *elective* basis. These include Spoken Media, Individualized Reading, Creative Writing, and News Media. All of these classes have materialized in practice. This year, out of approximately 480 students at these grade levels, 103 students were scheduled into the additive electives. This figure was larger in earlier years, but have declined with declining enrollment in general.

PLACE: Garden City Public Schools

TITLE: Garden City Work-Study Youth Employment

CONTACT: T. J. Rivard, Work Study Coordinator
Barbara Zonca, Program Aide
Burger Jr. High School
30922 Beechwood
Garden City, Michigan 48135
(313) 425-8380

DATA: Any Garden City resident from the age of 14-21. Practice has existed one year. Filing material, telephone and office space.

DESCRIPTION: The objectives of the Youth Employment Office are to: (1) Assist in finding gainful employment for Garden City students; (2) To establish an ongoing comprehensive community effort, whose aim is to facilitate gainful employment for Garden City's youth and to (3) enhance the development of working relationships between Garden City's secondary schools and those responsible for employment, ie., Co-Op Program, Vocational Education, Occupational Education, Counselors, and Special Services.

Major Responsibilities: (1) interview and register job seekers; (2) receive and register information from employers regarding job vacancies; (3) help select applicants for job vacancies; (4) help make known to students and employers the services, available through the Garden City Youth Employment Office; (5) help conduct systematic follow-up referrals and placements as may be required by administration; (6) help prepare reports and summaries as directed; (7) help promote interest in and awareness of the employment service through systematic contacts with local employers.

PLACE: Garden City Public Schools

TITLE: Alternate Program

CONTACT: T. J. Rivard, Work-Study Coordinator
Carol Fordell, Program Aide
Burger Jr. High School
30922 Beechwood
Garden City, Michigan 48135
(313) 425-8380

DATA: 30 to 40 Junior and Senior High School boys and girls who are unable to function adequately on regular and/or with special services programs at their home schools. All students are placed on the programs via the Educational Planning and Placement Committee process and are certified as Special Education students.

DESCRIPTION: Students attending the Alternate Program are provided with a variety of prescriptively planned learning experiences designed to meet their specific learning disabilities and handicaps. Students may be offered academics in the basic areas, pre-vocational and social adjustment, arts and crafts, wood and metal shop, home economics, or any combination thereof. All students attend the program at least one (1) hour per day, but not more than three (3). Student may also participate in the Work Study or Work Experience Program or the Work Study Youth Employment Program should thye find them suitable job placement.

A total of four (4) professionals and one (1) full-time aide comprise the teaching staff. The program is administered at the building level by the adjoining Junior High School's Assistant Principal on a half-time basis. All members of the teaching staff are certified in at least one area of Special Education and in some cases, several. One staff member is certifed in E.I. and has state certification in Vocational Education. Review of student cases are held semesterly, or when the need arises, to determine future placement and progress.

PLACE: Gaylord Public Schools

TITLE: General Legal Practice

CONTACT: William H. Granlund
240 E. 4th St.
Gaylord, Michigan 49735

DATA: 30 High School Students — 11-12. Length of operation 9½ months.

DESCRIPTION: "General Legal Practices" was first taught at Gaylord High School four years ago. It was and continues to be offered to any senior or junior. During the first two years, "Legal Practices" was a one semester class, but has now been expanded to two semesters.

Using a wide variety of printed and visual material, the course studies the development of law in America and examines legal procedures used today. Units of study includes: Historical development, the Constitution, Criminal law, Civil law, Penology, the Court system, consumer law, and career education in law, law-enforcement and law-related careers.

An important aspect of our program is the voluntary involvement of the local chapter of the American Bar Association and law enforcement agencies, both of which furnish speakers on request. About one sixth of the classroom time is spent with these guest speakers or field trips.

General Legal Practices has become a popular course among the students of Gaylord High School. Since its inclusion into the curriculum, six graduates are now in pre-law studies in colleges and eight more have enrolled in law enforcement training programs. In addition, "General Legal Practice" provides all students with the tools to succeed in the complicated society of 1970's.

PLACE: Crawford AuSable School District

TITLE: Project Involvement

CONTACT: Howard J. Lehti
Grayling High School
Old US 27
Grayling, Michigan 49738

DATA: Students in 12th grade government class. Length of operation 1 semester. Number of students will depend on size of community and the number of governmental agencies willing to work with the school.

DESCRIPTION: Project Involvement is a new approach to teaching high school seniors about local governments and supportive organizations in the community. Students are scheduled out of the classroom to serve as interns in government and community organization offices.

Only Grayling High School seniors taking State and Local Government are eligible to take part. Selection of students for the various positions will be made by a screening committee. The interns will follow an agency-designed program of activities including, but not limited to: observation, participation in meaningful experimental activities, special projects, and follow up through classroom activities. The interns will not be paid, but will earn high school credit for this experience. A minimum of 6 hours per week will be spent with the chosen official and a log will be kept.

"Project Involvement" attempts to achieve the following:

1. A better informed citizen
2. An involved citizen who makes intelligent decisions
3. A change in attitude regarding "public servants"
4. An improved image of local government by their working with students.
5. An improved curriculum for the teaching of Citizenship Education.

PLACE: Grosse Pointe Public Schools

TITLE: Alternative Education Program

CONTACT: Robert D. Welch
Grosse Pointe North and South H.S.
707 Vernier
Grosse Pointe, Michigan 48236
(000) 886-8100, Ext. 36

DATA: 10th, 11th, 12th grade students who are recommended and who elect the program. Practice has existed one year. A team — one English, one social studies, one math. One paraprofessional. Special selected materials — high interest, low reading level. Specially assigned areas.

DESCRIPTION: The Alternative Education Program was newly initiated last year in an attempt to hold students with average or higher potential, low motivation, poor study habits, and poor attendance. Often these students were having trouble with basic required subjects such as math, social studies (Civics and U.S. History), and English. They did not seem to thrive in the traditionally structured classroom and apparently needed special individual attention and a less formal atmosphere.

The Alternative Education team consists of three teachers in the crucial content areas and one paraprofessional. One teacher serves as coordinator and team leader. The paraprofessional assists in specialfollow-up exercises, in the grading of papers, in attendance taking, and in recording scores. Many patters of instruction are used — total group, small group, and individual. Students are allowed toproceed at their own rates and in accordance with needs and abilities. There is considerable contact with specialists — reading, writing, visiting teachers, and administration.

Testing occurs at the beginning and end of the program to assess progress. If students accomplish the work required in particular courses such as Geography, U.S. History, Civics, Algebra, Geometry, Basic Arithmetic, English, they are given this specific credit. If they accomplish what can be reasonably expected but not in keeping with course requirements, they may be given credit in Alternate Math, English, or Social Studies.

PLACE: Grosse Pointe Public Schools

TITLE: Reading and Writing Consultants

CONTACT: Robert D. Welch
Grosse Pointe North H.S.
707 Vernier
Grosse Pointe, Michigan 48236
(313) 886-8100, Ext. 36

DATA: All Sr. H.S. Students 9-12. Year long practice — has been in operation threeyears. Two reading and two writing specialists. All material available in the Reading Lab and in the English Resource Center. Specially prepared materials for subject matter areas.

DESCRIPTION: The English Department made the decision to take a reading and writing specialist from its full time teacher allocation and to assign special instructional tasks to these people. Actually, one full time assignment is shared by two teachers in both reading and writing. Each consultant has an office and an equipment/material storage area. Consultants work with individuals, small groups, and entire classes. They work in the area of English, special subject areas and study skills. Recommendations come from students, parents, or teachers.

Consultants are responsible for screening, testing, follow-up, and the scheduling of students into the program. Students remain in the program for varying lengths of time, depending upon the problem. Consultants provide instruction in regular subject matter classrooms, especially in English, science, math, and social studies. They use techniques and approaches which classroom teachers may observe and emulate. They also provide resource suggestions and materials for teachers who wish to develop their own programs. The Reading Consultant assists in the all-school 9th grade reading testing program, and the Writing Consultant coordinates special workshops and in-school seminars. Both consultants provide assistance in orienting students to ACT and SAT testing programs and to AP testing. Both circulate semester reports on progress and activities.

PLACE: Grosse Pointe Public Schools

TITLE: Independent Study Program

CONTACT: Robert D. Welch
Grosse Pointe North H.S.
707 Vernier Rd.
Grosse Pointe, Michigan 48236
(313) 886-8100, Ext. 36

DATA: 10th, 11th, 12th grade students, C+ or better in subject. Practice has existed about eight years. A coordinator, teacher sponsors.

DESCRIPTION: The purpose of the Independent Study Program is to allow any qualified student to pursue special interests in depth under a qualified instructor and to obtain credit for these special studies. Each registration period, students may apply for suchstudies if they obtain a sponsor and if they are recommended as being capable of independent work. They are required to meet periodically with their sponsor and to be evaluated on progress. Some students choose to write term papers, others to read in depth, others to prepare special projects, and others to illustrate their skills in performance or crafts. Sutdents may undertake Independent Study in any subject area. Sometimes students report on progress before a teacher group or a group of independent study students. The nature of their special studies is indicated on their high school transcripts. Typical studies this year were related to stage lighting, water color, Franz Kafka, energy production, Chauce the People's Republic of China, advanced business management, advanced percussion techniques, etc. Some students elect to pursue Advanced Placement studies independently when courses are not available or cannot be scheduled.

PLACE: Livonia Public Schools

TITLE: Current Events — Bilingual Section

CONTACT: Rudolph Saenz
15100 Hubbard Rd.
Livonia, Michigan 48154
(313) 427-1900, Ext. 58

DATA: Students in a traditional Spanish language program.Practice began in January, 1976. Spanish language teacher with certification in the teaching of Social Studies. World News materials in Spanish.

DESCRIPTION: The purpose of the new social studies course, *Current Events and Contemporary Problems — Bilingual Section,* is to provide the advanced students in the

Spanish language program the opportunity to increase their exposure time in Spanish. The course also provides vocabulary, expressions, and concepts not found in a regular Spanish language program.

This course is not a traditional bilingual course. It is not designed to aid a native speaker of Spanish. It has been designed to expand a traditional language program of Spanish to accommodate native speakers of English. The course provides a new, needed direction which, at the same time, enhances the entire program. This will permit a Social Studies content course to be offered through the medium of the Spanish language.

PLACE: Bishop Foley High School

TITLE: Student Service Program

CONTACT: Mrs. Paonessa
Father Zahorchak
32000 Campbell
Madison Heights, Michigan 48071

DATA: Students of the sophomore classes go out into the community once a week for one semester to give service. The program has existed five years.

DESCRIPTION: Students of the sophomore classes go out once a week on a ninety minute basis for one semester to give service to the aged and to the handicapped. They are transported by the Foley bus and accompanied by a classroom teacher.

The purpose of the program is:

1) to give students not necessarily scholastic a chance to excel so as to build up self-esteem through personal achievement.

2) to teach social values to the students, especially involvement.

3) to provide students with an awareness of existing problems and to develop a sense of responsibility in coping with them.

All agencies involved in the program are very interested in its continuance and are happy to receive back the students of each sophomore class.

The sophomore students themselves grow increasingly interested in their senior citizens and handicapped children and at the end of the semester express a real appreciation for having been given the opportunity of serving them.

The program is evaluated each semester by the directors of the senior citizens and by the teachers to whom students have been assigned in their work in schools. The student also write a personal evaluation in terms of personal goals achieved.

PLACE: Monroe Public Schools

TITLE: System Instructional Math

CONTACT: Blaine Zimmerman
1008 Riverview
Monroe, Michigan 48161
(313) 242-8050

DATA: Seventh Grade. Practice has existed four years. Math teacher and one aide. Study carrels, listening station. Cassette players, filmstrip viewer.

DESCRIPTION: This is a self-pacing, individualized program. The course of study is divided into concepts and the concepts broken down into skills. The skill prescription is based on pre-tests, assignments through texts, tapes, charts, and filmstrips. Progress tests are taken along the way for student re-cycling, if necessary. Finally, a mastery test is given before the student moves on. The room is equipped with home-made study carrels. Math games and geometric puzzles are used for reinforcement or diversion. Progress reports are used and parents are notified every three weeks how the child is progressing. The students progress at their own rate and pick up where they left off the next year. Or, they may begin grade 8 if they complete the 7th grade material before the end of the school year. We've used the Metropolitan and Stanford tests for pre- and post-testing. The class is randomly selected, with heterogenous grouping. The lower students make the most dramatic gain. The top students have shown regular growth.

PLACE: Monroe Public Schools

TITLE: Hall Mural Painting

CONTACT: Mr. Dean Redfield
Waterloo Elementary School
1933 S. Custer Rd.
Monroe, Michigan 48161
(313) 242-1752

DATA: Waterloo students and high school students. Latex wall paint and brushes.

DESCRIPTION: In order to promote pride in the building, students were allowed to paint on a 70 meter wall various artifacts according to a designated topic voted upon by the individual classrooms.

As part of an alternate program, high school students were scheduled to direct the entire program. The high school students received academic credit for their assistance.*

The hall murals beautified a large blank space. It encouraged students to develop a sense of unity in the school. This was a great public relations technique for the community.

*Elementary children drew the drawings and painted the walls. Final additions were made by the high school students.

PLACE: L'Anse Creuse Public Schools

TITLE: Media Center "Bagel and Browse Day"

CONTACT: Sandra Zuk
James Nazarko
L'Anse Creuse Middle School South — Media Center
34641 Jefferson Ave
Mt. Clemens, Michigan 48043
(313) 791-2340

DATA: 680 students — grades 6-8. Practice has existed one year. Media Specialists — other supportive staff. Special materials or equipment depend on projects involved. Audio-visual equipment and software, art/craft supplies, donated items.

DESCRIPTION: "Bagel and Browse Day" has become a highly successful event in the Media Center, involving the whole student body one day per month in book checkout, viewing of projects and demonstrations, socialization, and a bagel sale. The Media Specialists select a theme for each "Bagel and Browse" around which a program is planned. The purpose of such an endeavor are many: (1) to provide enrichment activities for students; (2) to establish the Media Center as a starting point for ideas in which the entire school can participate; (3) to foster a student attitude about the Media Center as a relaxed, friendly, and busy place; (4) to invite community participation; (5) to raise money for the purchase of special items that will enhance the Media Center environment — for example, tropical fish, plants, wall hangings, and educational games.

During the past year "Bagel and Browse" themes have focused on such topics as: mystery and suspense, Christmas

around the world, American Indian culture, model building, wildlife, and an ethnic festival. In December Media Specialists worked with student groups on slide/tapes, banners, crafts, foods, and tree ornaments. Students researched holiday customs and then created booths for "Bagel and Browse" in which they demonstrated what they had learned.

A coordinated effort between the Media Center staff and social studies teachers produced hundreds of American Indian culture projects including pottery, weapons, tools, and shelters. Community volunteers of Indian heritage were available to demonstrate special artifacts, leather and beadcraft, plus Indian games, as well as to discuss customs and folklore.

In the spring, a wildlife theme gained participation from science classes as students worked in the Media Center on such projects as: posters on endangered species, bird house construction, plaster of paris models of animal tracks, and fly tying. Lots of student interest was stirred up as active campaigning for the selection of the school's Bicentennial animal took the form of picketing, table displays, tapes, and information sheets. Also incorporated into "Wildlife Bagel and Browse" were a fund raising drive to adopt a zoo animal and a petition project to protest animal cruelty.

PLACE: L'Anse Creuse Public Schools

TITLE: Humanities Exploratory

CONTACT: Sandra Zuk
L'Anse Creuse Middle School South
34641 Jefferson
Mt. Clemens, Michigan 48043
(313) 791-2340

DATA: All 6th grade students who have a 6-week exploratory class. Practice has existed one year. One teacher plus supportive staff, as needed, for specified projects. Audio-visual equipment and software, arts/crafts supplies, donated materials.

DESCRIPTION: Humanities is a class which involves the activity oriented pre-adolescent in a 6-week, individualized project that will give him a variety of experiences within the school community. He will be expanding his relationships as he works with adults and other students.

During the first week of class each student completes a survey in which he assesses his strengths and weaknesses in reading, spelling, and art; indicates special interests; lists two project preferences. The final project assignment is made by the teacher, based on data received from the student. The following projects could be selected: planning and designing displays for school showcases and bulletin boards; writing and publishing a sixth grade newspaper; making a video tape; reading books and writing recommendations for other students; learning a craft and teaching it to others; creating a slide/tape; working in the Media Center as an aide; teacher's helper; designing a special display for the Media Center; learning about the operation and use of audio-visual equipment and then assisting teachers in the classroom.

In that the class meets for only thirty minutes daily, it is essential that project work be as self-instructional as possible. To this end, individualized assignment sheets have been devised which list specific, step-by-step tasks leading toward project completion. Each week students are issued new assignment sheets. In the course of their projects students may find it necessary to schedule meetings with other staff members and/or work directly with other teachers for a period of weeks. Students request and arrange for these meetings themselves by writing letters to the individuals concerned. Such a technique is outlined in the assignment sheets. The Humanities teacher functions primarily as a coordinator and resource person.

Since Humanities meets in the Media Center, students have the opportunity to utilize all of its facilities on a daily basis. The freedom of movement afforded by such an environment has been particularly conducive to the structure of the class.

Student response has been exceptionally positive as evidenced by high grades, many student hours spent voluntarily after school to work on projects, an absence of discipline problems, and numerous student requests to take Humanities for a second time.

PLACE: L'Anse Creuse Public Schools

TITLE: Media Center Pass (Middle School South)

CONTACT: James Nazarko
Sandra Zuk
L'Anse Creuse Middle School South — Media Center
34641 Jefferson Ave.
Mount Clemens, Michigan 48043
(313) 791-2340

DATA: 680 Students — Grades 6-8. Practice has existed one year. ½ page pass (Made with Mimeograph Stencil).

DESCRIPTION: The Media Center Staff wanted a vehicle by which we could quickly identify the needs of students coming to our center, keep student and teachers aware of the services we offer, and obtain a statistical record of the type and frequency of services requested. To this end, we developed what is, inessence, a ten item checklist.

This checklist, our Media Center Pass, consists of ten categories:

1. Book Checkout
2. Research
3. Reference question
4. Use ofaudio-visual materials
5. Make up a test
6. Magazine browsing
7. Playing Board games
8. Production of an original piece of audio-visual work (*required:* advance consultation with teacher)
9. Independent project (*required:* advance consultation with teacher)
10. Other (please enumerate)

Teachers check one or more items and students turn in their passes upon entering the Media Center. Monthly uses of each type of service are tabulated by students and analyzed by the staff.

There are several observable benefits from what is a simply administered practice:

1. Students are more definite as to their needs and begin work quickly.
2. Those who need help can be quickly identified, even if they are hesitant to ask.
3. Teachers are more specific and have begun to use the space in the 'other' category to provide details of assignments.
4. The Media Center Staff has numbers which can be used to isolate and promote lesser used services.
5. Areas where additional time and funds must be budgeted can also be spotted quickly.

PLACE: L'Anse Creuse Public Schools

TITLE: Spirit Leaders

CONTACT: Patti L. Lieckfelt
34641 Jefferson Ave.
Mt. Clemens, Michigan 48043
(313) 801-1890

DATA: 40-60 Female students. Practice has existed three years. Two special teachers needed. Uniforms.

DESCRIPTION: Since the very first year of its existence, the Spirit Leader program at the L'Anse Creuse Middle Schools has proven itself a success. What began as simply an opportunity to give every girl a chance to be a "cheerleader" in her own right regardless of talent and ability has developed into a large group of young ladies learning far more than cartwheels and sideline cheers.

Our Spirit Leaders are a group of girls who have the desire to be active participants and supporters for our athletic teams. The girls, depending on the number who express an interest, are divided into rotating squads. These squads then take turns at being the "cheerleaders" in uniform for a given game while the rest are required to show their support as a group from the stands. A great deal of time is given by those young ladies who begin their search in the early fall and continue through late February or early March.

In previous years, L'Anse Creuse had used the same systems as other Middle Schools — 30 girls come out for the squad — 8 are chosen — and the rest go home in tears. There are no more tears here — each and every young lady enters Pep Club on the same basis, and through her own practice and efforts, becomes a cheerleader. She becomes good because she wants to be good. She is a representative of her school in uniform, and she wants to be proud of her as well.

She learns not only the responsibilities that go along with being such a representative, but because she must work with a group of her peers; learns the importance of group communication, and becomes a fellow worker in a common goal — to be the best at what she does.

Personal growth is demonstrated in a girl's ability to accept defeat, and in her ability to realize that she cannot be the star at every game and that her patience will indeed, payoff, as the uniform and the job comes to her.

Since the program began, many of our girls have gained enough confidence to attempt to continue their cheerleading at a high school level. Last year, every 9th grade girl chosen to be a cheerleader had been a former Spirit Leader. This year at our new high school, 7 of the girls from our Middle School tried out for cheerleader; 5 of them were successful in their efforts.

Uniforms, though not an absolute necessity, are important for the moral of the group. And the time required by those who choose to sponsor such a program can be phenomenal if the program is to be a success. Having been one of the sponsors for the 3 years the program has been in effect, I can easily say that the personal rewards in seeing so many young ladies mature and develop in some very important ways makes the time and effort more than worthwhile.

PLACE: L'Anse Creuse Public Schools

TITLE: Exploratory Program for Middle School Health — 7th Grade

CONTACT: Barbara Souve
L'Anse Creuse Middle School South
34641 Jefferson
Mt. Clemens, Michigan 48043
(313) 791-2340

DATA: All 7th grade students who have a six week exploratory class, computer scheduling, no pre-requisite. Practice has existed one year. One teacher with a knokwledge of Health Education. Free Materials, A-V Materials, Donated Materials, Student Developed Materials, Materials belonging to other departments that can be shared.

DESCRIPTION: The exploratory program is designed so that each student spends six weeks in six different areas. The health program is one of the six exploratory areas. The students are computer scheduled and the course is co-educational by design. This health course was approved last year as a non-funded and teacher developed middle school teaching unit. The course has been designed and reviewed every six weeks for the 1975-76 school year. It has been changed or updated as needed. The basic design of the course has been for student participation and involvement.

The basic units covered are:

FIRST AID — General first aid and emergency procedures are explained and students have the opportunity to practice these procedures in simulated classroom activities. The first aid materials are donated, made by the students in the classes or given to us by such groups as American Red Cross, Johnson and Johnson and many other commercial supply companies. Our local fire department sends a firemedic over to speak to the classes on fire safety, artificial respiration (Resi-Annie included) and emergency rescue.

SAFETY — Home Safety, Water Safety, Vehicle Safety and Safety for Special Occasions are taught. Guest speakers from the community include an officer from the County Sheriff Department who talks about bike, home, traffic and special occasions safety and on officer from the Marine Division of the Sheriff Department who talks about water safety and water rescue.

NUTRITION AND FITNESS — This unit deals with the attitudes on nutrition and fitness more than it deals with the actual classification of foods (Home Economics) or the actual physical skill of developing fitness (Physical Education). Materials used are from the Michigan Dairy Council and other commercial companies. The school dietician is brought in as a guest speaker.

DISEASES AND COMMON ILLNESSES — In this unit common childhood illnesses are discussed, heart diseases and lung

diseases are discussed, diseases common to other countries or commont to a specific ethnic group. Much of the materials used are from the Michigan Department of Health, The American Cancer Society, The Michigan Heart Association and commercial companies.

GENERAL HEALTH — This unit covers the attitude areas such as mental, emotional and social health. The stress is placed on how you feel about yourself and how you feel about others. Materials used are pamphlets provided by our counseling office. Much of the time is spent in group discussion.

One of the most valuable aids to teaching this course has been the use of the media center and the audio-visual department. Their research into materials and films at no cost has been very helpful in offering a well developed program. The one thing that could cause some difficulty for a new course such as this is the fact that ordering no cost films means that requests should be sent several months in advance and it might be easier for the media center to purchase, at a minimal cost, a few of the A-V materials used.

One very positive aspect of the program is that the students who have had the course were pleased with it and seemed to be very positive about the activity oriented class format.

PLACE: Plymouth Community Schools

TITLE: Vocabulary Building: Adoring Words

CONTACT: Debra Hatcher
Ruth Tonner
Plymouth Salem High School
46181 Joy Road
Plymouth, Michigan 48170
(313) 453-3100

DATA: Creative Writing Classes or Composition Classes. Practice has existed one year. 3" x 5" cards, dictionary.

DESCRIPTION: The purpose of this project is to improve students' vocabularies while at the same time to interest them in words. To implement the project students are given the following directions:

1) Find an intriguing word — anywhere

2) Look up the word

3) On a 3" x 5" card (or a format roughly this size), write the word and advertise the meaning of the word so that it is clear without the definition

4) Handsomely execute the words in a colorful, catchy and clever manner.

5) Tape the word to the classroom door

Evaluation:

1) Students submit humorous vocabulary tests on the words

2) Teacher selects best test (or is forced to write one.)

3) Students take test looking at the door for clues

Added Benefits:

1) Students in class vie for coming in with the best words — theyperuse the dictionary looking for words they can illustrate

2) Students in the hall stop to read the open door

3) Words can cover paint chips and brighten dark, dreary corridors.

PLACE: Plymouth Community School District

TITLE: Kanton Kitchen, an Interdepartmental & pre-vocational Project.

CONTACT: Sally DeRoo
8415 Canton Center Rd.
Plymouth, Michigan 48170
(313) 453-3100, Ext. 370

DATA: 20-30 Special education students. Practice has existed four years. Special Education Teacher. Fully equipped kitchen and serving area.

DESCRIPTION: The Kanton Kitchen is a student run restaurant and bakery which correlates academic and social learnings into a vocational setting. Relevance of learning is often difficult to relate to students. In order to correlate social and academic learnings based on job related skills, the Kanton Kitchen project was born. "Exceptional" students (age 14-19) started the Kanton Kitchen as a simple salad bar. In three years the project has mushroomed into a class business which is self-supporting.

The menu offers salads, soups, sandwiches, desserts, and a special of the day (a full course dinner). All bread and rolls are baked by the students. Baked goods are offered for sale. Students who are limited find an excellent place to learn and become a member of a team on a competitive basis.

The students are involved in a full scale restaurant. They have job descriptions and are expected to adhere to them. Some positions include buyer, chief, cashier, cook, kitchen helpers, salad makers, dishwashers, baker, waitress, busboy, etc. Students shift jobs throughout the year so they are familiar with the entire operation of the business. When feasible students are supported with academic materials to aid them in the positions they hold. When the Kanton Kitchen began, it employed only "Exceptional" students. Currently, students from a wide variety of social and academic disciplines have applied to work in the Kanton Kitchen as student assistants and aides. These students have been integrated as employees of the Kanton Kitchen. They work side-by-side with "Exceptional" students and assume the same responsibility. They provide the balance much needed in such a program.

The project is no longer isolated; it has become of interdepartmental interest at the Educational Park. Art students have received credit for painting; the building trades class makes repairs and even built a wall; welding students assist in kitchen equipment; senior business students conduct a bookkeeping clinic and keep the books. This multi-service interdisciplinary approach would not be possible without modular scheduling. This restaurant is operated by students on their unscheduled time and assigned times open on the schedule. Employment in the Kanton Kitchen is not in lieu of academic placement. Many students volunteer time accepting no credit for their involvement.

A pre-vocational introductory program has been worked out with the junior high students who will be entering the high school program in the fall. They are receiving an introduction to the high school program through the Kanton Kitchen project. Students are arriving at scheduled times to become part time employees in the Kanton Kitchen. They are directly supervised and trained in their new positions by current students to make social adjustments and assessment of their capabilities can easily be made by the staff.

The program has been most successful. Students who have been involved for the past three years show many gains in skill application and social awareness. Employment in the foods business upon a successful experience in the Kanton Kitchen is now a reality.

PLACE: Plymouth Community School District

TITLE: Team Counseling — Student Service Center

CONTACT: Nic Cooper
Carla Garbin
8415 Canton Center Rd.
Plymouth, Michigan 48170
(313) 453-3100

DATA: High school students. Practice has existed one year. Room with dividers/partitions.

DESCRIPTION: The Student Service Center in Plymouth is viewed as an extension of the guidance department and is co-directed by two of the guidance staff who are also involved in a team counseling approach to their regular counseling functions. The SSC serves as an in-school drop-in center staffed by trained student listeners. It is located immediately adjacent to the guidance office but has its own outside entrance in addition to the guidance office entrance. Canton High School is located in an educational park and the SSC consequently serves a total population of 4,000 students. In addition, the staff also provides the school with other service functions including tutoring and surveying former graduates as well as classroom presentations relative to interpersonal communications and substance abuse.

The operation of the SSC is made possible by the team counseling approach where two counselors combine their student load. As a consequence, at least one of the counselors is always available to students for more traditional counseling functions while the other is available to the center when needed. In addition, teaming has provided students with an additional alternative to counselor selection. Probably the most significant contribution of the team approach has been the opportunity it has created for constant feedback and of counseling situations through dual perceptions.

PLACE: Plymouth Community Schools

TITLE: Work Experience

CONTACT: Richard Bearup
46181 Joy Rd.
Plymouth, Michigan 48170
(313) 453-3100, Ext. 218

DATA: High school students. Practice has existed four years.

DESCRIPTION: Many students in our schools hold after school jobs which are not directly related to co-operative training. However, these students are engaging in an additional educational experience learning such worthwhile traits as punctuality and dependability, if not a vocational skill. Our staff has recognized this as a worthwhile experience and grant students up to 2½ credits toward graduation from their "work experience."

In order to qualify for credit, students are placed under a written agreement signed by a designated school official (usually co-op supervisor of that area), the student and the parent. This agreement provides students will meet the requirements of legal employment (hours, lifting, etc.), meet once a week to furnish school officials with records of each week's work schedule, and continue in this job for at least one semester to earn ½ credit. The employer will be notified by the school that the student is receiving credit and to notify the school official when employment is termined. We strongly feel this program is worthwhile for encouraging students to experience working before leaving school. In addition, the school has developed new employment opportunities for co-op which requires more employer involvement through this program.

PLACE: Plymouth Community School District

TITLE: International Relations

CONTACT: Dr. Jerry Morris
8415 Canton Center Rd.
Plymouth, Michigan 48170
(313) 453-3100, Ext. 305

DATA: High School Seniors. Practice has existed eight years.

DESCRIPTION: This course (International Relations) is designed to introduce students to the variables that influence international relations and places considerable emphasis on students determining course objectives and execution. For example, the class selects issues, conducts research, publishes a booklet, organizes a Model United Nations (MUN), conducts briefing sessions for non-International Relation students participating in MUN (approximately 250), and visits New York in the spring to study at the United Nations. A Group Cohesiveness instrument developed by Dr. Allen Menlo of the University of Michigan and a Group Perception Inventory developed by the Human Development Institute are administered as a pre and post test to determine the extent to which a student directed class promotes positive interpersonal relationships.

PLACE: Plymouth Community School District

TITLE: School Farm

CONTACT: Pat Fitzpatrick
46181 Joy Rd.
Plymouth, Michigan 48170
(313) 453-3100, Ext. 216

DATA: Entire community. Practice has existed five years. Farm manager. General farm machinery, animals, land, barn.

DESCRIPTION: The School District of Plymouth purchased a 305 acre site for a potential multiple high school complex

during the middle sixties. Included in the multiple land pieces was a complete farm complex which for several years was allowed to be maintained only as a rental house. The availability for housing animals (both school owned and 4H projects) was intact and the administration initiated an animal-demonstration farm for the children of the district. Since this early beginning we have reached the following kinds of viewing and participating experiences for the district's children as of this school year: (a) A complete farm-animal collection. (b) An action membership in 4H (200). (c) Cider Press (d) Honey Extractor (e) Collection of farm machinery (f) High school student participation in maintenance of equipment and Community Service students as tour guides. (g) Orchard and Berry Patch (h) An 18-acre garden where children may germinate, plant, cultivate, harvest, and sell farm produce (i) An old bus was renovated to become a FarmYard Express which takes animals to the schools when visitation is impractical.

PLACE: Plymouth Community School District

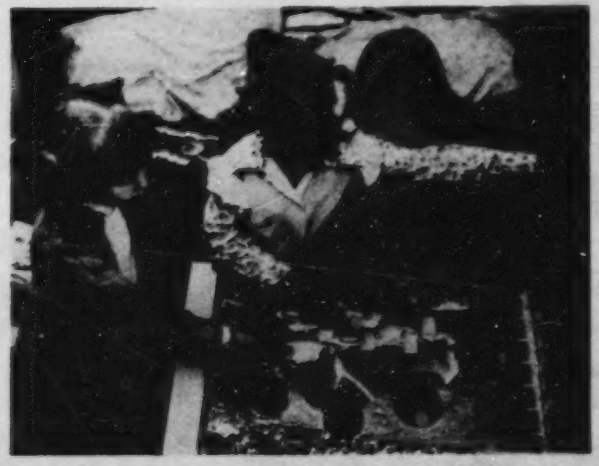
TITLE: Community Service Education

TITLE: Mr. Robert Thams
8415 Canton Center Rd.
Plymouth, Michigan 48170
(313) 453-3100, Ext. 348

DATA: Students at grade levels 9-12, agencies of the community where service is performed. Practice has existed five years.

DESCRIPTION: The Community Service Education Program has been in operation five full years in the district. The purpose of the program includes recognition of volunteer service in the community through aware of academic credit for the service. Beyond this, the program has sought to bring the academic content of classroom subjects into direct relationship with service in the community. In this important respect the program differs from similar volunteer programs in other districts. Toward this goal the program is developed in two phases to provide foundation course work to be taken early in the high school sequence, to be followed by subject related field experience sequences which will provide a continuous and logical academic experience in a single subject including class work and field work for up to three years. Offerings are available in civics and the four behavioral sciences: anthropology, cultural geography, psychology, and sociology.

During the current and last school years the enrollment in this program has been at the 250 level. To this point evaluation procedures have been limited to recording of service hours performed, evaluation of individual student performance, and student evaluation of program value and procedures in relationship to their high school experience. The measurement of significant change in attitude of tangent population (in the community) and of more definitive value to students in relationship to their high school program remain to be implemented as the program enters its new developmental phases.



The program has one full time staff equivalent. No additional staff is required for the other phases, and there exists no other significant directly related program.

PLACE: Plymouth Community Schools

TITLE: Vocational Education Shared Time Program

CONTACT: Harold Gaertner
8415 Canton Center Rd.
Plymouth, Michigan 48170
(313) 453-3100, Ext. 366

DATA: Vocational Students from three neighborhood districts, Livonia, Northville, and Van Buren. Practice has existed three years. Four vocationally certified teachers. Four Technical Learning laboratories, Auto Body Repair, Building Trades, Dental Assistants, and Nursing Aides.

DESCRIPTION: The Plymouth Community School District has, with the cooperation of three surrounding school districts, formed a shared time vocational program. 100 students from these three districts participate in four vocational programs. The program is operated and housed in the Plymouth Educational Park's vocational facilities, and students attend class after the regular school day. They participate in laboratory oriented classwork that is designed to closely relate those occupations found in the world of work. It is interesting to note that along with the shared time vocational program most of the students participate in a full schedule in their local high school and, in addition, many hold part-time jobs in the early evening.

The major purpose of the program is for local districts to increase the number of vocational course offerings that students may select while attending high school. School districts entering into such programs are, therefore, able to broaden the range of the high school curriculum with a minimum investment in buildings and equipment. Such programs also insure better utilization of new or existing specialized technical laboratories.

PLACE: Plymouth Community School District

TITLE: Self Improvement Health Course

CONTACT: Shirley Cunningham
8415 Canton Center Rd.
Plymouth, Michigan 48170
(313) 453-3100, Ext. 380

DATA: Eight students — two adults. Practice has existed six months. School nurse. Apollo Exerciser, Nutritive Value of Foods, U.S. Dept. of Agriculture, The Calorie Game and The Nutrition Game by Dr. H. T. Spitz, U. of Ill., The Snack Game byi Dairy Council of Michigan, Comparison Cards by Dairy Council.

DESCRIPTION: The Self Improvement Health Course was designed for girls 15 years of age and older with gross weight problems. The student objectives have been to study in depth their daily nutritional needs and to learn the necessity of nutrition and exercise for maintaining a healthy, attractive body. We have used the calorie and nutrition game by Dr. H. T. Spitz to make the girls aware of the calories and nutritional content in individual foods. This has enabled them

to make wise choices in snack foods and to be conscious of the small amount of food that the body requires. Their daily diet is planned by using the Basic Four concept as well as the Recommended Daily Dietary Allowances. Initially each girl recorded her weight and body measurements. The exercise portion of the class consisted of Isokinetic exercises with the Apollo Exerciser. Also included in this group was a special education girl who wore a back brace to correct scoliosis. She walked with a shuffle because of her inability to attain full extension of her legs. The isokinetic exercises were done for 10 minutes twice a day. It was hoped that each girl would lose one pound per week. Each girl kept individual graphs with their goal weight loss charted in red and their actual loss recorded in blue. At the end of 10 weeks six of the girls had a combined loss of 35½ pounds; five of them had a loss of 19½" in body measurements. The inches lost we accredited to our exercise program. (Of the 19½" lost, 6½" lost was on a member who did not lose weight; but who was diligent in the exercise program.) Also as a result of the program, the Special Education girl had her brace removed and has full extension of her legs. The exercising eliminated her shuffle gait.

This course is an on-going course, and one in which the girls will use their new knowledge and success to educate their classmates.

PLACE: Saginaw Public Schools

TITLE: Metric March

CONTACT: Jean Grey
550 Millard
Saginaw, Michigan 48607
(517) 755-6501

DATA: All Students and Teachers. Practice has existed 1974-1978. Metric measuring devices.

DESCRIPTION: A set of basic measuring materials was placed in each building of the school system in the 1974-1975 school year. Metric workshops were a part of the inservice program in the fall of 1975. The Board of Education designated March of each year as Metric Month. Teachers involved students in measurement activities and parent meetings included such involvement, too. The year 1976 was aimed at *awareness* of the metric measures to be found in use in our country. 1977 will emphasize *understanding* and 1978 will have *skills* as its keyword with emphasis upon applications and teacher and student assurance in their uses of the system.

Though teachers have developed metric measurement throughout the course of each year's programs in mathematics and science, March is used to highlight this development and focus upon student progress.

PLACE: Saginaw Public Schools

TITLE: World of Work

CONTACT: Thomas N. Barris
Webber Jr. High
2600 Prescott Street
Saginaw, Michigan 48601
(517) 754-1489

DATA: Seventh-eighth-ninth grade junior high students. Practice has existed 1972-73 school year to present. Career education matter used.

DESCRIPTION: The Saginaw Board of Education received a grant from the General Motors Corporation for the purpose of expanding career education to include business and industry. The project includes three major components which are: (1) the classroom experiences, (2) a speakers' bureau, and (3) a field trip experience.

The classroom concept of the World of Work project includes basic economic principles which are geared to meet appropriate grade levels from kindergarten through ninth grade. The second component, the Speakers' Bureau booklet, provides an extensive list of speakers of various expertise from the local General Motors facilities. These listed speakers visit classrooms and speak to students on certain careers, again geared to appropriate grade level. The third component, the field trip experience, allows the class or individual student to see the career or business in operation first hand. The cycle is then complete: students receive classroom instruction in theory; business and industry provides input in the classroom; and students visit plants and businesses to see the world of work for themselves. Thus the community accepts a greater responsibility in the training of their future employees.

Following the initial pilot project with General Motors, the Speakers' Bureau concept will be expanded to include many business and indusry employers in the community.

PLACE: Saginaw Public Schools

TITLE: Puppet Theatre

CONTACT: Mr. G. E. Leeson, Asst. Principal
Mrs. Brenda Palmateer, Instructor
224 N. Elm
aginaw, Michigan 48602

DATA: 8th Grade Speech Communication Students. Practice has existed four years. Speech Communications Teacher. Student made puppets and stage.

DESCRIPTION: Each year for the past several years 8th Grade Speech Communications students have performed for K-3 Elementary students in "feeder schools" within the system. This age group is selected because they are a difficult audience to entertain for extended periods. Plays such as "Snow White", "Mother Goose", and other have been presented.

Our students have the pleasure and experience of manufacturing their own puppet characters and stage set. They write their own skits and lines, and actually make their puppet become a total personality. They learn the value of complete body involvement in communication while experiencing the thrill of performing before a "live" audience.

A side benefit of the program is to interest elementary school youngsters at an early level in one of the programs that will be available to them when they reach South Intermediate. Elementary teachers are given a script several weeks early so they may plan for the program and prepare their youngsters ahead of time. The program has been so well received we have been asked to put it on video tape so that more remote schools in the system can use it.

PLACE: Saginaw Public Schools

TITLE: Industrial Arts Group Project

CONTACT: Mr. G. E. Leeson, Asst. Principal
Mr. Harvey Ulbricht, Shop Instructor
224 N. Elm
Saginaw, Michigan 48602

DATA: 9th Grade Wood Shop Students. Practice has existed two years. Wood Shop Instructor.

DESCRIPTION: In two separate years, one of our ninth grade wood shop classes has taken a first place award for group projects in the state M.I.E.S. fair.

This year's project was a small (approximately 3" x 10") wagon that can be used as a "pull toy" by younger children. Upright dowels about 5" long were inserted in the wagon bed

so that blocks of wood could be stacked on the wagon as a load. Wheels and axles were also made of wood. The blocks making up the "load" were made of ¾" stock about 2½" in diameter and were cut into various shapes (circles, squares, hexagons, triangles).

By keeping the sizes small we were able to use up many scrap ends and small pieces of what otherwise would have been wasted material. A point was made to label each kind of wood and a variety was used in each wagon (ash, gum, willow, maple, oak, mahogany, walnut, pine, particle board, plywood, etc.)

During the manufacturing process, students were rotated from one job to another so that all became acquainted with procedures involved in layout, fabrication, assembly and finishing of the various parts and woods. They also learned the importance of work schedules, cost control, and inventory control while experiencing the thrill of working together in a team effort that was a winner at the top level. A further benefit was gained by the younger children who were the recipients of the toys made by their older brothers and sisters.

PLACE: Saginaw Public Schools

TITLE: Uninterrupted Sustained Silent Reading

CONTACT: Lola Shelby
Webber Jr. High
2600 Prescott Street
Saginaw, Michigan 48601
(517) 754-1489

DATA: Eighth-ninth grade junior high students. Practice has existed 1974-75 school year to present. English certified secondary reading teacher. All reading materials available.

DESCRIPTION: The purpose of our English course entitled Uninterrupted Sustained Silent Reading is to provide a setting in which maximum amounts of silent reading can be completed by each student.

This English class meets daily. The teacher and the students spend most of the time silently reading books and a variety of materials which are self-selected from the building's media center, the English room, or from home. About one day out of ten is spent discussing, individually or as a group, the books which the students have read or are reading. Specific questions are asked about (1) the reasons for choosing the book and (2) the values gained from the reading.

Pre- and post-tests are administered to all enrollees. As measured by the Gates-MacGinitie Reading tests, many students make significant gains in the vocabular and reading comprehension skills. Many students also show improvement in their reading speed and accuracy skills.

PLACE: Saginaw Public Schools

TITLE: Human Ecology: A NEW APPROACH TO HEALTH

CONTACT: joAnn Pelkki
North Intermediate School
1101 N. Bond
Saginaw, Michigan 48602
(517) 752-1575

DATA: Total elementary population and all 8th and 10th grade students. Practice has existed three years in secondary, two in elementary. Films, biological models, microscopes, stethoscopes, sphygmomometer.

DESCRIPTION: The total health curriculum is designed to be used with all students in the elementary schools, beginning in kindergarten. The cognitive components include consideration of all body systems, mental and emotional health, environmental health, consumer health, disease control, safety and first aid, and substance use and abuse. Each cognitive component is accompanied by an affective component which includes many strategies used in humanistic education. The purpose of our two-prong approach is to personalize the content; to make each student apply what he learned to his own value structure.

All of these components, both cognitive and affective, are present in the guide for eight and tenth graders.

An attitudinal test given before and after the cause has been developed for our secondary students.

An objective referenced test is also given to both eighth and tenth graders.

Testing for our elementary students is being compiled from the pool of questions from the Department of Education.

PLACE: Saginaw Public Schools

TITLE: Career Awareness

CONTACT: Keith H. Birdsall, Asst. Principal
George Ihler, Teacher
3115 Mackinaw St.
Saginaw, Michigan 48602
(517) 792-1521

DATA: Sophomores. Practice has existed one year. One special teacher needed.

DESCRIPTION: The purpose of the class was (1) to give students some background to assist them in future course selections, so as to benefit them and their personal careers, and (2) to give students an opportunity to develop some self-placement skills and to utilize these skills wherever possible in the area of career visitations and in the future.

Career Awareness, as an elective course, was broken down into three (3) phases. Phase I, a five-week period of time, consisted of developing self-placement skills and understanding how these skills could be of benefit to the students in their future careers. Course work consisted of developing a personal resume form, writing an application for a specific job, filling out application forms, interviewing techniques, and practice interviews in the classroom.

Within Phase II, a ten-week period of time, the students were given an opportunity to become aware of potential careers. The student met in the classroom every Monday. Each student selected various careers that they were interested in. On Tuesday through Friday they visited these different career areas within our community. The instructor coordinated the first visitation between the student and the employer. The student then followed up with 10-12 hours of visitation over a period of two weeks.

Phase III offered the students a concentrated visitation with an indepth look into one of the career areas they had selected. This final visit consisted of 12-14 hours over a period of 2½ weeks. The final three days of the semester were spent in the classroom sharing ideas and experiences of the class.

PLACE: Wayne-Westland Community Schools

TITLE: Media Internship Program

CONTACT: Thomas H. Kelly
John Glenn High School
36105 Marquette
Westland, Michigan 48185
(313) 728-1800, Ext. 68

DATA: High School Students. Practice was new in 1975. Library Media Specialists.

DESCRIPTION: The Media Internship Program places students of JGHS in selected Elementary and Junior High Schools in the WWCSD. These students *are* under the guidance and supervision of the Media Specialists assigned to each building involved. The students will participate in the operation of that Media Center, aiding students, teachers and other patrons in the use and selection of materials (print and non-print) and the operation of media equipment.

This program offers the student: 1) an opportunity to utilize the skills they have learned in a formal situation. 2) an awareness of the various careers available in the Library-Media field. 3) an opportunity to work in an area that specializes in service.

To the various schools involved, the added semi-skilled individuals are made available to better serve the needs of the students, teachers and community of each school.

Only students who have satisfactorily completed *two* semesters of Library Science courses at JGHS and have demonstrated interest and aptitude in the Library-Media Field are eligible.

Credit per semester: 1

Time involved: 2 hours per day.

Criteria:
Under the guidance and supervision of the Media Specialist, students will be capable of using the following media skills:

Circulation of materials; periodical retrival and storage; use of the card catalog and readers guide; the operation, distribution, and minor maintenance of audio-visual equipment; classification systems; reference; cataloging; production of media materials; review and selection of media.

Evaluations:

Student performance evaluation will rest primarily with the Media Specialist at each participating school. The Media Specialist will use the evaluation form provided and submit one for each student each marking period with a final evaluation at the end of the semester.

Each student will render an evaluation of the program at the end of each marking period and a final form at the end of the semester.

LOCALLY IDENTIFIED PROMISING EDUCATIONAL PRACTICES IN SCHOOL ADMINISTRATION

PLACE: City of Birmingham Public Schools

TITLE: Incentive Grants Program

CONTACT: Dr. Frank Goetz, Director of Curriculum
Birmingham Public Schools
550 Merrill Street
Birmingham, Michigan 48012
(313) 644-9300, Ext. 444-5

DATA: Professional Staff of the School District. Practice has existed one year.

DESCRIPTION: A special fund of $5,000 was made available by the Board of Education to stimulate the trying out of different or new instructional ideas and materials. Grant requests were limited to $2,000 and the person(s) making the request completed a form and appeared before a sub committee of the district Curriculum Council to further explain the request and answer questions of the grant screening committee. During its first year requests were made, were funded. Grants ranged from $60 to $1,000.

PLACE: Bloomfield Hills Public Schools

TITLE: Student Government

CONTACT: William Valasco
Andover High School
4200 Andover Rd.
Bloomfield Hills, Michigan 48013
(313) 647-1224

DATA: 25 students grades 10-12. One Social Studies Teacher.

DESCRIPTION: The purpose of the Student government class is twofold. First, students learn the procedures and processes of any Parlimentary proceeding. Secondly, this class allows the students to become actively involved in the decision making process in the school.

The major differences between this type of class and most student councils is the number of times the class meets. By meeting every day we feel it is possible to expect each student to develop a project and see it completed by the end of the school year. These projects can range from organizing a public discussion session on a political issue to devising a new schedule for testing in the school, so as to eliminate the possibility of any student having more than two tests in a day.

By allowing students to express themselves daily and giving them ample time to work on accomplishing their goals, it is possible to receive many sound ideas and suggestions. It is this exchange of ideas on goals for the betterment of the school and students well-being along with a feeling for the entire decision making process that makes our concept of Student Government such a dynamic force in our school.

PLACE: Bloomfield Hills Public Schools

TITLE: Career Lyceum Series

CONTACT: 4175 Andover Road
Bloomfield Hills, Michigan 48013
(313) 647-1224, Ext. 218

DATA: Open to all grades. Practice has existed four years.

DESCRIPTION: This program has three basic goals: (1) To increase the career awareness of our students, (2) to provide opportunities for our students to discover, from our speakers, those factors which contribute to success in achieving their career goals, and (3) to put the speaker's personal career development into human terms so the student can better identify with these careers.

The speakers selected represented highly successful people from the fields of Government, Business, Science and Sports. Each program highlights one speaker, and 6-7 programs are conducted throughout the year. The format includes a 50-minute large group session held in the school auditorium, followed by a 30-minute small group session (press conference style) before a group of 25-30 students. The speaker presents a formal presentation, including a question-and-answer period which is directed through a panel of teachers and students. The small group session consists often of a class, for example, an economics class to question Mr. Lynn Townsend, former President of Chrysler Corporation.

Evaluation is made by the Career Coordinators of students selected at random who have attended the program to determine the effectiveness of the speaker and the appropriateness of his presentation.

PLACE: The School District of the City of Clawson

TITLE: Community Accountability

CONTACT: Don Dryden, Curriculum Director
1421 N. Main Street
Clawson, Michigan 48017
(313) 435-7500

DATA: Students and Parents, preschool-12th. Practice has existed four years. Cost of printing materials for distribution.

DESCRIPTION: The purpose of the program is to communicate to students and parents what minimal learning behaviors are expected of students at a certain grade level or in a particular class.

Minimal objectives are written in the layman's terms and distributed by grade level in the elementary schools and by class in the secondary schools to all Clawson parents. The specifying of these minimal objectives help parents emphasize and reinforce the goals being sought by the teacher. It also shares the responsibility of educating children with the parents. When the students are given these objectives they know exactly what is expected of them in the learning situation. They can spend more time acquiring knowledge specified by the curriculum and teacher rather than attempting to infer what the teacher expects of them. Also, the students experience less anxiety when they know what specifically is expected of them in a particular course.

PLACE: Grosse Pointe Public Schools

TITLE: Pass-Failr Program

CONTACT: Robert D. Welch
Grosse Pointe North High School
707 Vernier
Grosse Pointe, Michigan 48236
(313) 886-8100, Ext. 36

DATA: 11th and 12th grade students. Practice has existed one full year.

DESCRIPTION: The purpose of this program is to allow students to broaden their backgrounds by electing courses which they feel might hurt their grade point averages if taken for credit in the usual way. Often students tend to avoid such courses because of the fear of lowering the GPE even though they feel the importance of a contact with the subject. Subjects such as music, art, typing, drafting, shop, etc. are sometimes avoided by college bound students who lack confidence in their technical skills. Also, students who elect a full schedule of difficult courses may choose one course on a pass-fail basis to somewhat lighten the pressures of a heavy load.

Students may only elect 20 credits in this way, taking only 10 in a given year. No course elected for Pass-Fail can be

chosen from the Board of Education list of required courses for graduation, and all courses must be beyond the total of 190 credits required for graduation. Students must meet all the regular classroom obligations in respect to attendance and assignments and their grade point averages are kept. However, results are recorded only as "Pass-Fail" on the record card.

Though a limited number of students have applied for Pass-Fail in the first year of its operation, the program has been evaluated and has been judged to be successful. It will thus continue in operation next year.

PLACE: Livonia Public Schools

TITLE: Staff Advisory Council

CONTACT: Dr. Venna Matson, Principal
Buchanan School
16400 Hubbard Road
Livonia, Michigan 48154
(313) 261-6666

DATA: The council is made up of two representatives each from the lower grades (K-3) and the upper grades (4-6), one member-at-large, one representative for Special Education personnel, and one representaive for the special teachers (art, music, physical education and media specialist). The building representative for the local education association and the principal also serve as non-voting members.

DESCRIPTION: The administration recognizes the important role that staff members can play in helping plan and define staffing allocation, building utilization, and innovative programs. Staff feedback is important, too, in proposing and evaluating programs. Recognizing this the Staff Advisory Council was begun in 1969 to advise the administration in these decisions. The success of the council has been due to the cooperativeness of both the principal and staff members. Through the council a readiness program exists, a gifted program for the academically talented is offered, and an Instructional Materials Center thrives which provides the materials, physical setting and supervision for the independent learning experiences for the students. Future plans involve a continual search to provide new and interesting challenges for our students by the most efficient use of the teaching personnel and the physical plant.

PLACE: Livonia Public Schools

TITLE: Prescribed Learning Program

CONTACT: Dr. Venna Matson, Principal
Buchanan Elementary School
16400 Hubbard Road
Livonia, Michigan 48154
(313) 261-6666

DATA: Prescribed Learning has been in operation four years. The program is administered by a full-time Media Specialist with two teacher aides and many mother volunteers. Cumulated data shows that two hundred children a day are served individualized academic program in the two Instructional Material Centers.

DESCRIPTION: All building curriculum materials have been prepared and processed for use in the IMC's and all are described and coded in a PRESCRIBED LEARNING CATALOG. The teacher uses the catalog to determine which teaching material alternatives he/she wants to use with students. The teacher writes a prescription in duplicate and sends the student to the IMC according to her own schedule.

On entering an IMC area, the student presents the prescription to the aide who identifies the code listed and pulls the materials needed to complete the task. These materials can be anything from a reward activity to a remedial lesson, an enrichment experience, to a learning reinforcement. When the student has completed his work he returns to the aide who checks and scores his work, writing the results on the original prescription slip. This slip is returned to the teacher along with the child's work, for the teacher's evaluation, recording and control. The duplicate prescription is used to keep statistics indicating which grades use which programs. This information is used to indicate weak areas in the curriculum and to facilitate the wise spending of all budgets.

Students consider it an honor in an IMC area; as a result their behavior is independent and self-directed. The success with children and teachers was instant and has remained successful, with both academics and behavior.

PLACE: Monroe Public Schools

TITLE: Assistant Principal Rotation Plan

CONTACT: Leo Perelman
1275 N. Macomb St.
Monroe, Michigan 48161
(313) 241-0330

DATA: Grades 7-12 (3 schools) with an Assistant Principal for each grade. The three buildings are Cantrick Junior High-7th grade, Monroe Junior High-8-9 grades, Monroe High-10-12.

DESCRIPTION: Commencing with the 1974/75 school year, each assistant principal was assigned to a specific grade. The assistant principal remains with that class as the students move from one school to another. The assistant principal assigned to them for guidance and adjustment problems as they proceed from one building to another. This also provides a much needed vehicle for better articulation and coordination between the secondary buildings.

PLACE: L'Anse Creuse Public Schools

TITLE: Mini Staff Meetings for better policies

CONTACT: Dr. Thomas Scullen, Principal
L'Anse Creuse Middle School South
34641 Jefferson Avenue
Mount Clemens, Michigan 48043
(313) 791-1890

DATA: 35 teachers. Practice has existed three years.

DESCRIPTION: For the past three years we have abandoned regular monthly teachers' meetings in favor of mini meetings of 55 minutes during each teacher's conference period. Once a month, a day is set aside for each teacher to meet with the Principal on an informal basis to discuss matters of mutual concern. An agenda is not published nor rigid format followed.

During the meetings, each staff member is encouraged to reflect upon how things are going and to bring up areas that he feels especially good about. Problem areas are defined with primary emphasis on developing a solution. Although the major purpose of mini meetings is not crises oriented, it could function in that way if necessary. In many instances a problem is clearly defined; however, we may not have the resources to solve that particular area of concern. Unfortunately, we might just have to live with the area in trouble. The important thing is that all teachers and administrators are aware that we are attempting to deal with the difficulty.

Positive changes in teacher and administrator behavior can occur as a result of small meetings that provide open

discussions. People are more relaxed and are in a position to talk freely about any area.

In addition to the regular monthly meeting during conference periods, we have an advisory council that meets with the principal to evaluate school building policies, staff morale, and student conduct. Each area needs attention on a regular basis and we feel we should discuss policies, morale, and discipline every month. The teachers who represent the staff are elected by the staff at the ratio of one representative to every seven teachers. We therefore have a meeting involving five teachers and the principal to evaluate the status of the school on a regular basis. The group has been project oriented and we have co-operatively developed operational policies that we are comfortable with and committed to.

In summary, although the mini meeting concept is not new nor particularly innovative, it does provide a healthy substitute for a traditional monthly teachers' meeting and is worthy of exploration.

PLACE: Plymouth Community School District

TITLE: Variable Modular Scheduling

CONTACT: Kent Buikema
8415 Canton Center Rd.
Plymouth, Michigan 48170
(313) 453-3100, Ext. 300

DATA: Students in grades 9-12 (approximately 3,500). Length of operation duration of each school year. Computer service to develop schedule. Practice has existed five years.

DESCRIPTION: Students may select a variable (modular) schedule or a traditional schedule format. The modular schedule is made up of twenty 20 minute modules scheduled in a six day cycle repeating itself thirty times in the school year. Class sizes vary from small groups (6-18) to large groups (75-350). Meeting times vary from 40 minutes to three hours, and meetings may be scheduled for one through six days. Students have as much as 50 per cent of their time for independent study. The average student has about 30 per cent of his time for I.S.

Scheduled within this framework is a traditional (55 minute periods, six periods repeating each day) schedule. Students and parents select which format they will utilize. Approximately 85 per cent are scheduled on the variable program.

PLACE: Plymouth Community School District

TITLE: New Teacher Selection Interview Process

CONTACT: Kent Buikema, Co-principal
8415 Canton Center Rd.
Plymouth, Michigan 48170
(313) 453-3100, Ext. 300

DATA: Prospective teachers. Practice has existed three years.

DESCRIPTION: Initial screening of all applications is performed by an administrative assistant assigned to specific academic areas. Approximately 10 candidates are interviewed. From these interviews the top three or four candidates are selected to be interviewed by the interview committee. The interview committee is made up of the administrative assistant, the principal, at least two area teachers, and two students who are or have been enrolled in subjects in the area where the new teacher will be employed. Members of the interview team have equal say in the selection process. This process has yielded excellent results in the hiring process.

PLACE: Plymouth Community School District

TITLE: Administrative Team at Centennial Educational Park

CONTACT: Bill Brown, Principal
46181 Joy Rd.
Plymouth, Michigan 48170
(313) 453-3100, Ext. 200

DATA: 4000 9th thru 12th grade students. Length of operation five years.

DESCRIPTION: An administrative team comprised of eight area coordinators and two co-principals provides administrative expertise in various subject matter areas and supervision of 500 students and staff. The area coordinators share responsibilities for (1) academic leadership, (2) minor discipline, and (3) follow-ups of school and class absenteeism. The student body is divided into eight "houses" of 500 students. Each "house" was originally assigned one area coordinator and one counselor to provide dual guidance-counseling service. A ninth counselor serviced in a crisis situation and worked with all eight area coordinators.

As a result, communication with parents have improved and scheduling is made easier. The plan eliminates the traditional role of the department head and allows for internal promotion of those master teachers who aspire to become administrators. In addition the plan has decreased the administrative burdens on co-principals and improved the staff evaluation process.

PLACE: Clawson, Avondale, Rochester, Troy, Madison Heights

TITLE: Consortium for Basic Skills

CONTACT: Elizabeth Sparklin, Coordinator
Athens High School
4333 John R.
Troy, Michigan 48084

DATA: Adults who lack basic skills, foreign born who need assistance in learning English and others who have special needs. Practice has existed four years. ABE and ESL teachers. Special texts, instruction supplies, tests, and audio-visual equipment should be supplied.

DESCRIPTION: The above five school districts have formed a regionalized program in order to better service their clientele. Basic skills, English Second Language, and special

needs classes for adults are held during the daytime at four drop-in centers and at night in classrooms distributed throughout the five school districts. None of the districts felt they could offer their constituents a flexible, comprehensive program in the above mentioned three phases of Adult Basic Education. Therefore, the consortium was formed. Most of the budget comes from federal funds along with some state and local funds. Last year we serviced 511 adults and had a budget of approximately $100,000.

Standardized tests results are used to validate the educational effectiveness of the ABE program. Periodic teacher and para-professional self-check lists are distributed and tallied as a measuring device.

Adult education directors from the districts involved sit as a board of directors, which meets bi-monthly, to evaluate and assess the program's progress.

PLACE: Saginaw City Public Schools

TITLE: The Classroom: City Parks/City Schools

CONTACT: Jean Grey
550 Millard Street
Saginaw, Michigan 48607
(517) 755-6501

DATA: All Saginaw Students. Practice has existed two years. City Naturalist. Special materials or equipment supplied by Naturalist and Science Classes.

DESCRIPTION: The purpose of the City Parks/City Schools c'assroom is to take advantage of natural settings for studies in science, ecology, and environmental awareness.

Mr. Chip Francke, City Naturalist, has developed learning programs with elementary students in the newly developed nature study park — Goetz Grove — and developed work-study, Neighborhood Youth Corps with secondary students, during the summer months.

City and school planning and cooperation have made this program possible.

PLACE: Saginaw City Public Schools

TITLE: Helping fourth grade pa ents and students understand the rsults of .he Michigan State Assessment Test.

CONTACT: Frances M. Carter, Principal
Stone Elementary School
1006 State St.
Saginaw, Michigan 48602
(517) 752-6742

DATA: Fourth grade students and parents. Practice has existed two years. A member of the testing and evaluation department, supervisors of math and reading, our school reading teacher and principal. Overhead projector, copy of the reading and math objectives used in the Michigan State Assessment Test, and the individual student copies of the test results.

DESCRIPTION: Yearly, our fourth grade parents and children are invited to share the results of the Michigan Assessment Test. The parent and child sit side by side in the assembly while members of the panel discuss the Michigan Assessment program. The components of the discussion include: purpose of the assessment program, the actual math and reading objectives tests, sample test questions and interpretation of the meaning of the test results. Our building resource teacher explains how the test results are utilized at Stone Elementary School. Questions that follow the panel presentation are from both parents and student.s

This program has been well received by both parents and students.

PLACE: Saginaw City Public Schools

TITLE: Central Junior Building Inservice — Mini Sessions

CONTACT: Mrs. Mary J. Currie, Reading Consultant
900 South Weadock Street
Saginaw, Michigan 48607
(17) 753-0971

DATA: Instructional Staff. Practice has existed two years. Reading Consultant. Various, materials, relative to the presnetation. Coffee and/or cookies — optional.

DESCRIPTION: The reading consultant at Central Junior High School began the practice of early morning inservice mini-sessions as a means of presenting teaching techniques pertaining to reading to teachers in different areas. (English, math, science, vocational, etc.)

Twenty minute sessions were planned on announced topics for interested teachers from 8:00-8:20 A.M. Small segments were presented in a series of the morning sessions until a complete technique had been presented. As teacher experienced success with the techniques and materials in their classrooms, participants began to share some of their own successful practices.

As a result of the mini session type of inservice the original goal of the consultant program has been met. As a further outcome teacher communication and sharing between departments and within departments has increased. Likewise, greater variety in classroom assignments and increased teacher self image and morale have been observed.

PLACE: Washtenaw Intermediate School District

TITLE: Washtenaw Intermediate Time-Sharing, Inservice

CONTACT: Dr. Roland Meade
WISD
P.O. Box 1406
Ann Arbor, Michigan 48106
(313) 769-6522

DATA: Inservice participants from local universities, school districts, and students. Practice has existed one year. Computer terminal with video output, any number of video monitors, access to a computer, computer programs to be run at the session.

DESCRIPTION: Computer terminals of the video display type are now available with a video output option. With this option the video signal on the terminal can be displayed on a series of television monitors positioned at various points in the classroom.

This practice allows a large group in a classroom or inservice session to view the output of computer programs. The computer programs in tch classroom are typically science, social science, or business simulations, laboratory experiments, and data reduction programs. Inservice sessions additionally include demonstrations of tutorial and career planning information programs. The effectiveness of the practice is evident in the increased enthusiasm of the participants in these sessions over that of previous sessions. Previously only three or four persons could observe the computer terminal at one time.

PLACE: Washtenaw Intermediate School District

TITLE: Performance Objective Correlations

CONTACT: Jamie Valen
Washtenaw Intermediate School District
1819 S. Wagner
Ann Arbor, Michigan 48103
(313) 769-6522

DATA: 200 Special Education Teachers. Practice has existed two years. One or two persons to coordinate the development of the correlations.

DESCRIPTION: The purpose of this project is to aid special education teachers in effectively using an adopted bank of performance objectives. Objectives are correlated with appropriate instructional methods, teaching techniques, materials and media, and related activities.

The correlations were developed by special education teachers for objectives in the area of reading, math, affective education, and career education. Participating teachers with innovative approaches for teaching an objective are invited to submit their ideas for inclusion in the correlation materials.

PLACE: Washtenaw Intermediate School District

TITLE: Community Resources Survey

CONTACT: Ken Handwerger, Career Education Coordinator
1819 S. Wagner Road
Ann Arbor, Michigan 48106
(313) 769-6522

DATA: All 90 school buildings within intermediate district. Initial year of practice.

DESCRIPTION: An important aspect of career education involves the cooperation and active participation of the outside community in the education process. The use of community resources is essential to assure a reality base for the curriculum and to provide exposure to diverse occupational and living roles that career education espouses. The problem has been how to effectively bridge the gap between the education and non-education communities.

The Washtenaw Intermediate District's Career Education Advisory Council (CEPD) initiated a Community Resources Survey Project with the Greater Ann Arbor Chamber of Commerce. The intent of the survey was to ascertain those community resources who are willing to work with the schools in support of career education activities. The brief survey asked the respondents to specifically check the ways businesses and individuals within a business would be willing to work with schools. For example, the survey contained questions about accommodating field trips (large groups or small), speaking on a particular business or career to a class, accepting a co-op student, participating in a career day, submitting career pamphlets or related information to counseling offices etc.

The Chamber acted as the major contact with the business concerns. All survey materials were forwarded from the Chamber and returned to them. The Chamber will act as a clearinghouse for all calls and subsequent contacts to its members. This will assist in communicating with busy business firms, provide a screening process, and enable data to be collected on the amount and type of community involvement requested by the schools. This will also assist in obtaining evaluative data.

Inservice training for teachers and administrators by local district career education coordinators and the CEPD Coordinator will assure teacher awareness of the guide and will provide an opportunity to offer suggestions for effectively utilizing outside community resources.

Over 1,000 Chamber members will be surveyed during the initial year of this project.

PLACE: Washtenaw Intermediate School District

TITLE: Development of Reference Library for the School Media Specialists and WISD Staff

CONTACT: Peter Finney
WISD
P.O. Box 1406
Ann Arbor, Michigan 48106
(313) 769-6522

DATA: School Media Specialists and WISD Staff. Practice has existed one year.

DESCRIPTION: In line with the philosophy that school library/media centers are central to the educational program and because of the schools limited budgets, we provide a collection of selection and reference tools in the area of media center development for the local media specialists.

A reference collection is also available to WISD staff to aid in the development of their programs.

PLACE: Washtenaw Intermediate School District

TITLE: Centralized Processing of K-12 Books

CONTACT: Peter G. Finney
WISD
P.O. Box 1406
Ann Arbor, Michigan 48106
(313) 769-6522

DATA: Available to the ten school districts in Washtenaw County. Practice has existed eight years. Librarian and a clerk.

DESCRIPTION: The purpose of this project is to centralize the processing of all K-12 books for all the local school districts of Washtenaw County. This project frees local school media personnel from this task. Centralized processing allows each media specialist more time to spend with their respective students and faculty.

Presently eight out of the ten local school districts are actively participating in this project. This project has reached a high level of efficiency while maintaining a reasonable cost factor.

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MICHIGAN DEPARTMENT OF EDUCATION
GENERAL EDUCATION SERVICES

Promising Educational Practices Nomination Format

Directions: Use this format for describing each Promising Educational Practice which you feel meets the following criteria: The practice is (a) observable, (b) made a positive change, (c) cost and evaluative data are available, (d) not a special project using state or federal funds.

SCHOOL DISTRICT: _____

ADDRESS: _____

PROJECT TITLE: _____

CONTACT PERSON: _____ _____
(name) (telephone)

_____ _____
(mailing address) (zip code)

DATA: Clients _____

Years practice has existed _____

Special teachers needed _____

Special materials or equipment _____

Other _____

DESCRIPTION OF PRACTICE: Describe the purpose and how you implement the practice. Include any evaluative data, if possible.

Return completed formats to: Michigan Department of Education
Experimental and Demonstration Centers Program
Box 30008
Lansing, Michigan 48909

PROMISING EDUCATIONAL PRACTICES COMMITTEE

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